HumRRO

Skill Decay of Sixteen Common Tasks for MOS 11B and 11C

by

Michael R. McCluskey and Susan A. Schmidt

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street ● Alexandria, Virginia 22314

November 1978

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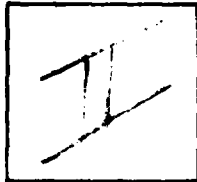
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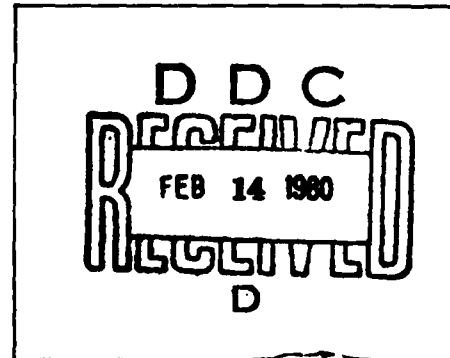
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The objective of the study was to develop skill decay curves for sixteen common Soldier's Manual tasks for MOS 11B and 11C. Following a 2–4 week training period, all soldiers were given a performance posttest. Each soldier was then requested to return for one performance retention test at one of the retest intervals; 2–4 weeks, 6–7 weeks, or 10–13 weeks. The results of the study did not produce reliable skill decay curves.

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INTRODUCTION

BACKGROUND

Efficient use of training time is crucial for the attainment and maintenance of combat readiness. One of the problems that interferes with efficient management of training time is a lack of knowledge concerning when refresher training should be provided after a soldier has learned to perform any given task to standard. As a consequence of uncertain estimates by commanders of the time to hold refresher training, soldiers who haven't yet forgotten how to perform a task may have to spend time in a refresher training situation, when that time could best be used to learn new tasks. Furthermore, if refresher training is postponed too long after soldiers have lost the ability to perform to standard, then the efficient use of time made possible by brief refresher training will be lost and the soldiers will have to be entirely retrained.

The overall goal of this research investigation was to provide estimates of the optimal timing of refresher training for Soldier's Manual tasks. In a subsequent ARI report, an effort to develop a multiple regression model which will enable the prediction of skill decay as a function of time, task variables, and soldier characteristics will be described. The need for a prediction model derives from the great difficulty confronting attempts to actually measure the course of task forgetting under field conditions, and the large number of tasks included in the Soldier's Manual.

The problems which must be overcome to acquire the necessary longitudinal data are tremendous and should be recognized. Longitudinal research requires that individuals return for a measurement of performance (or retest) at some point in time following an end-of-training posttest. There are two big problems associated with getting the same soldiers back for a retest. First, simply getting a specific person to return is an achievement in view of the turbulence within a unit and other activities which have higher priority. Second, it is extremely difficult to obtain reliable estimates of interviewing practice and training experiences. The completion of this type study with data that we have confidence in required a degree of commitment that is not often realized.

OBJECTIVE

The specific goal of this effort was to begin development of a data base that could be used to estimate when refresher training will be needed for specific SM tasks.

The objective was to determine the skill decay rates for SM tasks selected from the common task set for the high density MOS 11B and 11C at skill level I. The level of research support available for this project required that the sample of tasks be kept relatively small. The sample size decided to be feasible was sixteen.

The study described in this report is part of a larger research effort to evaluate a complete training system.[1] The scope of this larger effort was all skill level 1 and 2 tasks for MOS 11B and 11C.

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[1]Final Report entitled *Development and Implementation of a Performance Based Training and Evaluation System for the Combat Arms*, FR-WD-CA-78-14, by Hilton M. Bialek and Mark Brennan, November 1978.

METHOD

TASK SELECTION

The sixteen tasks selected for this study were drawn from a pool of 56 common tasks for MOS 11B and 11C at skill levels 1 and 2. The basis for selecting each task in the pool was a list of practical criteria or conditions. These conditions were as follows:

1. The performance of the task required the use of special equipment, such as a night vision sight.

2. The completion of the task required too much time. These were tasks that would normally take an hour or more to perform or the actions would be distributed over that length of time.

3. The task required the use of firing ranges.

4. The arrangements necessary for the task would have been too complicated, such as preparing for the decontamination of self and individual equipment.

5. The task typically received a great deal of command emphasis, so most squad members would be expected to be highly trained on the task. "Put on a Protective Mask" is an example of this type of task.

After these criteria had been applied, the number of tasks remaining was 24. This number was reduced to 16 by combining the judgments and opinions of personnel from the Army Training Board, ARI, and HumRRO concerning the relative importance of obtaining skill decay information.

CHECKLIST DEVELOPMENT

Performance oriented checklists were developed for each of the sixteen tasks (see Appendix A). ARI designed the format for the checklists to enable scoring of each step of a soldier's performance in the test situations.

The development of the checklists was completed principally by ARI with HumRRO personnel serving a review function. The basic source of information for each task was the Task Training Plan (TTP). This document was reviewed with the objective of identifying and listing the individual steps of performance considered necessary to successfully complete the task. Most of this information was found in the "Standards" and

"Task Steps" sections of the TTP. FMs, TMs, and Soldier's Manuals were used when classification or additional information was needed. The TTPs were also used to specify in the checklists the equipment, test site conditions, and test procedures.

When it was appropriate for the performance of a task, the checklist included both knowledge and performance items. When knowledge was considered essential for successful task performance, the tester simply asked the soldier for the critical information in the context of performing the task. The number of knowledge and performance items identified for each checklist is given in Table 1.

TABLE 1. DESCRIPTION OF CHECKLIST CONTENTS

TASK	NUMBER OF ITEMS		
	Knowledge	Performance	Total
A1 Select Temporary Battlefield Positions		4	4
A2 Use Challenge and Password		17	17
A3 Estimate Range		10	10
A4 Perform Operator's Maintenance on Field Telephones TA-1 or TA-321	2	20	22
B1 Describe the Engagement of Enemy Armored Vehicles by Individual (M16A1, M203) and Crew-Served (M60) Weapons	14		14
B2 Operate M203 Grenade Launcher		20	20
B3 Identify a Vehicle as Being Either Friendly or Threat	21		21
B4 Apply the Four Life Saving Measures	10	23	33
C1 Operate an M60 Machinegun	6	68	74
C2 Identify NBC Hazards	35		35
C3 Install/Recover/Fire an Electrically Armed Claymore Mine	4	42	46
C4 Apply First Aid Measure for Special Wounds	25	20	45
D1 Collect/Report Information - SALUTE		6	6
D2 Maintain an M203 Grenade Launcher and Ammunition	7	20	27
D3 Process Known or Suspected Enemy Personnel		14	14
D4 Prepare an M72A2 LAW for Firing; Restore M72A2 LAW to Carrying Configuration		22	22

STUDY DESIGN

The experimental design for the retention study consisted of three variables. One of the variables was concerned with the retest interval, and the other two were related to task characteristics. The variables and the levels of each are shown in Figure 1.

		Amount of Task Performance Cueing			
		High		Low	
		Task Difficulty		Task Difficulty	
		Hard	Easy	Hard	Easy
Retest Interval	2-4 Weeks	Task Set A Task 1 B Task 5 C Task 9 D Task 13	Task 2 Task 6 Task 10 Task 14	Task 3 Task 7 Task 11 Task 15	Task 4 Task 8 Task 12 Task 16
	6-7 Weeks	Task Set A Task 1 B Task 5 C Task 9 D Task 13	Task 2 Task 6 Task 10 Task 14	Task 3 Task 7 Task 11 Task 15	Task 4 Task 8 Task 12 Task 16
	10-13 Weeks	Task Set A Task 1 B Task 5 C Task 9 D Task 13	Task 2 Task 6 Task 10 Task 14	Task 3 Task 7 Task 11 Task 15	Task 4 Task 8 Task 12 Task 16

Figure 1.   Retention Study Design

Retention Intervals

The study was scheduled to extend over a period of thirteen weeks. The number of retests and the intervals between them were determined through joint agreement between the COTR and HumRRO. Some guidance on the specific

retest intervals was obtained from a few academic studies on the decay
rates of certain types of knowledges and skills. Another source of data
for determining the intervals was information from squad and company
level trainers concerning the length of time the ability to perform a
task could be expected to be retained.

Task Characteristics

The two variables concerning task characteristics were related to
(1) task learning difficulty, and (2) the amount of performance guidance
cues available which function either as response prompts or as feedback.
Judgment was required to decide if prompts or feedback was available, and
if so what value they had in guiding task performance. If task guidance
is high, then the need to rely on sheer memory is minimized — and the
contrary is true as well. For example, in the disassembly of small arms,
the removal of one part may reveal or indicate the part to be removed
next. Similarly, when a weapon is assembled, there is available a high
level of prompting (you can see how the parts might fit together) and a
high level of instant feedback (the parts do or do not fit together). This
is considered to be a situation of relatively high task guidance where the
amount of memory support required for performance would be relatively low.

All sixteen tasks were rated on the dimension of task guidance using
a five-point scale. The ratings were completed by one HumRRO and two ARI
personnel. A mean rating for each task was obtained and the tasks were
then sorted into high and low groups on the guidance variable.

The difficulty variable is concerned with the learning period for
task performance. A "hard" task requires more time to learn than an
"easy" task. All sixteen tasks were also rated on a five-point scale
for the degree of learning difficulty. These ratings were completed by
a sample of 27 NCOs and 32 E2s and E3s. The mean ratings were calculated
for each task, and the tasks were categorized as either "hard" or "easy"
to learn.

As a result of these ratings, four sets of tasks, each containing
four tasks, were constructed. Each set contained (1) a high guidance
hard task, (2) a high guidance easy task, (3) a low guidance hard task,
and (4) a low guidance easy task. These four sets are identified in
Figure 1 by the capital letters A, B, C, and D. When the subjects were
assigned to the cells and conditions, each subject participated in only
one retest interval and performed on only *one* of the four task sets.

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SUBJECT POPULATION

The subjects who participated in the study were drawn from two infantry battalions at Fort Ord. All the individuals who received training and performance tests as a part of the retention study were members of squads from these two battalions.

The individuals who conducted the training and administered the performance tests were also from these two test battalions. In general, these soldiers were squad leaders and platoon sergeants.

TRAINING AND TESTING PROCEDURES

There were four training/testing phases in the study: pretest, training, posttest, and retest. Each soldier participating in the study was scheduled to complete all four phases. At the onset of the study, each soldier was assigned to one of the four task sets described above. A soldier performed the same four tasks throughout the entire study.

Pretest Procedure

All battalion members who were participating in the study assembled at a predetermined field location. (The two battalions were pretested on separate days.) Soldiers were grouped according to their assigned task set, and then sent to their designated testing area for the pretest. In general, testing for all test phases (pretest, posttest, retest) ran as follows: sixteen stations (one for each task) were set up at designated sites in the field, with one or more squad leaders in charge of "running his station" (i.e., administering the hands-on test to each soldier as he entered the station). Each soldier rotated through each of the four tasks assigned to him and testing did not stop until each man completed his four tasks.

Specifically, a group of soldiers assigned to a particular task set were first sent to the general area where they were to be tested (where each of the four tasks had previously been set up in accordance with the task's conditions). Each soldier in this group was then sent to one of the four stations in his set, so that testing could be conducted simultaneously at all four stations. When a soldier came to a site, ready to be tested, he was moved out of visual and hearing range

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of the testing area until the squad leader had finished the test in prog-
ress. He was then asked by the squad leader in charge to state his full
name, battalion, company, and platoon. This information was recorded at
the top of one of the squad leader's checklists and this checklist was
then used to score the soldier's performance (one checklist form was used
for each soldier). The performance test was then administered to the sol-
dier by the squad leader. As the soldier completed each step in the test,
he was checked off by the squad leader as being either "GO" (he performed
the step correctly) or "NO GO" (he completed the step incorrectly). A
check was also made by the squad leader on the amount of time it took the
soldier to complete the performance test and this time it was recorded
on the checklist. When the soldier had completed a test, he was then sent
to another station where the same process was repeated until he had com-
pleted all four tests.

Training

In the month following the pretest, squad leaders from each of the
two battalions were instructed to train all participating soldiers in
their respective tasks, using the test checklists as their primary guide
for training, and the TTPs as a back-up source of information.

Posttest

A posttest was scheduled immediately after the training period ended.
The posttest was organized and conducted in the same manner as the pretest.

Retest

The retest schedule is shown in Figure 1. The retest intervals were
2-4 weeks, 6-7 weeks, and 10-13 weeks respectively. All soldiers who had
taken the posttest were scheduled into one of these three retest periods.
After each soldier had been retested on his four tasks, he was interviewed
to ascertain whether he had had any training relevant to his four tasks
following the posttest. The interview guidelines is shown in Appendix B.

GUIDELINES

Several general guidelines were established for the squad leaders
and officers to follow during the testing and training activities. These
guidelines were presented to the relevant officers and squad leaders in a
formal briefing held a week or two before the pretest was conducted. Brief-
ings were also held periodically as the study progressed. The testing and
training guidelines were as follows.

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Testing Guidelines (Pretest, Posttest, Retest)

PROMPTING

Avoid prompts, corrections, questions, or feedback of any kind while a soldier is taking a test (performing a task).

PERFORMANCE TIME STANDARD

Allow a soldier to continue a test even if he has exceeded the time limit allowed for that task. Instruct him to perform as many steps as possible and have him tell you when he's finished with the task. When the soldiers exceeds the time limit, continue scoring his performance even though he has received a NO GO for the time standard. However, you may stop the test when it becomes clear that the soldier is stuck.

REFERENCE MATERIALS

While a soldier is taking a test, do not allow him to use FMs, TMs, or other reference materials not listed under conditions.

FEEDBACK

After each soldier finishes his test, give him feedback concerning his performance by briefly reviewing the steps he missed. Be as positive as possible, especially during the pretest when proficiency levels will be low.

CONSISTENCY

Be as consistent as possible throughout all of the test phases. This includes using the same test site, preparing the site and materials the same way, giving the soldier the same set of instructions, and conducting the actual test in the same manner each time.

RETESTS

Do not give soldiers any advance warning when they are about to be retested. This would enable them to prepare for the test. Stress the fact that we are conducting a skill retention study, not a proficiency exam or contest, and that we only want to find out how much of a task the soldier remembers after a period with *no additional training*.

Training Guidelines

FOCUS ON FOUR TASKS

Train each soldier on the four tasks which he has been assigned. The objective of the training period is to raise the soldier's proficiency level as high as possible on his four tasks. Then, the posttest should be scheduled immediately after most if not all the soldiers can perform the tasks.

PREPARATION FOR TRAINING

To prepare for training and set up the training sites, follow the conditions and equipment requirements listed in the checklists. Prepare the training site in exactly the same way it was for the pretest and use the same equipment.

CHECKLISTS AS TRAINING GUIDES

Use the checklists as your primary guide for training because the objective of the training is to score 100% on the checklist during the posttest.

PERIODS OF NO TRAINING

Hopefully, no training will be conducted in the period between the posttest and a retest on the sixteen tasks in the study. Remember, this is a study to determine how well men *remember* a learned task after a period of no training. It is understood, however, that some training may

occur during this time. To control for this, individual interviews will be conducted by the researchers to determine what, if any, training a soldier has had.

OBSERVATION AND CONTROL PROCEDURES

Members of the civilian research staff were on site throughout the entire study. Their objectives were (1) to observe and report any problems occurring either with the testing and training materials or with the administration of the study, and (2) to determine the amount of agreement between two people scoring the same soldier during a performance test. In addition, the researchers collected all checklists at the end of each testing period. On a few occasions, they also substituted for squad leaders in giving the actual performance tests when insufficient squad leaders were present.

Observation of Testing

The researchers were on site at the onset of the study (the first pretest). On the average, one or two test stations were observed by each researcher. Generally, the same set of four tests was observed by the same person throughout the entire study in order to maintain consistency in scoring and to form a data base for checking the reliability of scorers. When problems were observed, either with testing procedures or materials, they were reported to the project director. The observers did not give feedback to the soldiers taking the tests.

Observation of Training

Training schedules were obtained from battalion headquarters, and the majority of the scheduled "individual training" sessions were attended by members of the research staff. Two researchers generally observed each session. Since the objective of the training session was to raise the soldiers' proficiency level to 100% on the sixteen tasks, the main purpose in observing the training was to check the extent to which the performance checklists were being followed in training the soldiers. Again, as in the testing periods, no feedback was given by an observer to the squad leader on his performance as a trainer.

Control Procedures

FEEDBACK TO THE BATTALIONS

At the end of each testing or training session, an informal meeting was held by the researchers to discuss any problems that had been observed. A meeting was then scheduled between the researchers and the relevant battalion officers and squad leaders to discuss the observations. At these meetings, the use of the testing and training guidelines was reinforced.

NO FEEDBACK TO SOLDIERS

No comments, instructions, or feedback were given by researchers — except when it was observed that a task's conditions were not being followed. In this case, an observer would remind the squad leader in charge of the station that the task conditions during the test must be set as stated on the checklist.

TESTING OBSERVATION CHECKLIST

A standard checklist form was used by the observers to check a soldier's performance on a test. (Examples of these checklists are given in Appendix C.) The observer checklists paralleled the squad leaders' checklists in content so that later comparisons could be made concerning the amount of agreement between two people scoring the same person.

TRAINING OBSERVATION CHECKLIST

A standard checklist form was also developed for observing training. Appendix D provides an example of the training checklist.

INDIVIDUAL INTERVIEWS

At the end of each retest period, soldiers were interviewed upon completion of their four assigned tasks to determine how much, if any, training they had had on each of these four tasks since the posttest.

The main purpose of these interviews was to determine which soldier's test scores were to be used in the final analysis of data by eliminating all men from the study who stated that they had had some training between the posttest and the retest. Appendix B provides an example of the interview form used.

The individual interviews were conducted on a formal basis, with the interviewer introducing himself to the soldier and then paraphrasing the information and instructions on the first page of the interview form. The interviewer then asked each soldier seven questions about each task in his set and recorded the answers on each soldier's interview form.

RESULTS AND DISCUSSION

SAMPLE SIZE

Table 2 lists the sample size obtained for each task and test condition. The figures listed for the pretest, posttest, first retest, second retest, and third retest under the "Number of Tests Obtained" section indicate the number of completed checklists that were collected for each task. One source of sample attrition was the large number of soldiers who took the posttest and did not report for their scheduled retest. Approximately 49% of the total sample was lost because of this. The following were among the most frequent reasons for not appearing for the retest.

1. Permanent Change of Station
2. Temporary Duty
3. Estimated Time of Separation
4. Sick Call
5. Dentist
6. Compensatory Time
7. Various Schools

The "Number of Tests Analyzed" section shows the number of test scores remaining after elimination of all soldiers who said that they were given training on those tasks covered in their test situations.

As mentioned before, brief individual interviews were held with each soldier after he had completed the four performance tests for his retest to determine whether or not intervening training or practice had occurred on the four tasks between the posttest administration and the retest time. The results of these interviews were then used to make decisions concerning which test scores should be dropped from the analyses. The criteria for deleting test scores were as follows:

1. The soldier said that he had received training, and that the training was either "hands-on" or a combination of "hands-on" and "lecture". He was not excluded if the only form of intervening training was lecture.

2. The soldier said that he had received a lecture on any of the following tasks: A1, A2, A4, B1, B2, B3, B4, C1, C3, D1, D3, and D4.

Considering all of the data collected during the retests, the percent loss because of intervening training was as follows: first retest — 41%, second retest — 38%, and third retest — 51%. From the time of the posttest administration, there was an overall loss of 71% of the total

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TABLE 2. SAMPLE SIZE BY TASK AND TEST CONDITION

Task	SAMPLE SIZES							
	Number of Tests Obtained					Number of Tests Analyzed		
	Pretest	Posttest	First Retest	Second Retest	Third Restest	First Retest	Second Retest	Third Retest
A1	89	80	14	12	18	4	6	5
A2	89	80	14	12	18	5	6	7
A3	89	80	14	2	18	6	1	16
A4	89	80	13	11	16	3	9	9
B1	91	86	12	20	12	9	12	6
B2	91	86	11	21	15	9	12	6
B3	91	86	11	21	15	8	10	2
B4	91	86	12	19	12	8	14	6
C1	85	81	15	0	22	12	0	10
C2	85	81	9	0	30	2	0	23
C3	85	81	15	0	29	13	0	14
C4	85	81	15	0	28	12	0	12
D1	74	91	10	21	15	6	15	7
D2	74	91	10	22	15	7	16	9
D3	74	91	10	22	15	5	16	7
D4	74	91	10	22	15	7	10	5

sample. This net loss figure represents loss due to both the failure to
take the retest and intervening training. Thus, almost 3/4 of the end-
of-training sample was lost in terms of the number of cases available for
retest data analyses.

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SCORER RELIABILITY

Throughout the data collection phase, the observers recorded the test performance of many soldiers to provide the basis for determining the reliability of different scorers. On approximately one-third of all tests administered, the soldiers' performance was scored by the trainer and by a civilian observer. These data were then used to compute the degree of agreement between these two independent scorers.

There were several reasons for collecting this dual scoring information on test performance. First, the scoresheets completed by the observers provided a back-up data pool in the event that the scoring of some test situations became too variable. Second, the frequent collection of test performance data by the observers provided a continual check on the reliability of the scorers. Finally, the rather intense observations of the test situations gave the observers the opportunity to identify problems with the test materials or procedures.

Table 3 provides a summary of the degree of agreement between trainers and observers for each test condition and type of task. The number of instances of paired scorings (trainer and observer) are given with the average percent of agreement. The percent agreement was computed from the mean number of agreements and disagreements on checklist steps of questions asked using the following formula.

$$\text{Percent Agreement} = \frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Number of Disagreements}} \times 100$$

There were occasionally items on a test where the paired scoring was incomplete. When one or both members of a pair failed to score an item, the test item was excluded from the percent agreement measure.

In general, the degree of agreement between trainers and observers in scoring test performance was quite high. The overall percent agreement across all tasks for the posttest, first retest, second retest, and third retest was 78%, 70%, 81%, and 81%, respectively. There may be a slight trend toward increasing agreement with increasing time (from posttest to third retest). Such an increase would be expected as test procedures become more consistent over time.

The highest levels of agreement were found for those tasks which were the most simple and unambiguous such as "Use Challenge and Password" and "Collect/Report Information — SALUTE".

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TABLE 3. PERCENT OF ITEMS ON EACH TASK WITH AGREEMENT
BETWEEN OBSERVER AND TRAINER

Task	POSTTEST		1ST RETEST		2ND RETEST		3RD RETEST	
	Number of Pairs	% Agreement	Number of Pairs	% Agreement	Number of Pairs	% Agreement	Number of Pairs	% Agreement
A1	26	65.0	4	19.7	9	100.0	5	73.3
A2	37	88.7	8	98.3	2	81.3	4	93.8
A3	0	—	0	—	0	—	0	—
A4	35	49.6	0	—	8	55.6	12	67.3
B1	32	83.5	0	—	5	58.5	0	—
B2	24	92.0	0	—	19	86.0	0	—
B3	0	—	0	—	0	—	0	—
B4	30	87.5	0	—	18	86.1	0	—
C1	34	75.4	3	80.0	0	—	17	79.3
C2	0	—	0	—	0	—	0	—
C3	48	74.9	6	75.5	0	—	21	83.5
C4	24	56.8	5	75.9	0	—	15	84.3
D1	24	93.5	0	—	11	94.5	11	86.3
D2	26	70.3	0	—	11	84.6	11	75.6
D3	31	89.0	0	—	16	70.1	11	81.0
D4	24	90.5	0	—	9	89.4	7	85.7

RETENTION TEST PERFORMANCE

The results of the performance tests at various points in time are
the primary focus of the study. As stated earlier, the objective of the
research was to develop skill decay curves over time for sixteen selected
tasks. There were two basic criteria used to analyze skill decay in this

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study: (1) the percent of soldiers in a group who were scored GO (or NO GO) on each task, and (2) the percent of steps within a task that were performed correctly by each soldier, averaged across all soldiers in a group. The results for each of these criteria are discussed below.

Percent of Soldiers Performing a Task to Standard

For each of the sixteen tasks, it was necessary to complete correctly 100% of the task steps (all individual items that were scored "GO" or "NO GO") in order to receive a "GO" for the task. Table 4 presents the percent of tests that were scored "GO" on task performance. Also given are the number of tests that were analyzed (after tests had been excluded for training experience reasons) and the number of tests that were scored "GO" on task performance.

For all test conditions, the "GO" rate was very low. The fact that so few of the posttests were scored "GO" is entirely consistent with the findings of the larger research project in which this study was imbedded.[1] The overall percent of tests scored "GO" for each test phase was as follows:

1. Pretest - 16%
2. Posttest - 24%
3. First Retest - 12%
4. Second Retest - 13%
5. Third Retest - 9%

The increase in the number of "GOs" between the pretest and posttest is probably due in part to the training which was conducted between these test periods, and to the effects of taking the posttest and receiving feedback. These effects seem to be reflected in Table 4 by the changes in the number of tests scored "GO" between the pretest and posttest. Eleven of the fourteen changes were in the upward direction.

The absolute number of "GOs" for all of the retests was very small. From all of those tests that were scored "GO" on the posttest (N = 328),

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[1] Final Report entitled *Development and Implementation of a Performance Based Training and Evaluation System for the Combat Arms*, FR-WD-CA-78-14, by Hilton M. Bialek and Mark Brennan, November 1978.

18

only 13% (N = 44) also were scored "GO" on any of the retests. Since the number of soldiers scored "GO" is so low, no attempt was made to graph the skill retention curves for individual SM tasks.

TABLE 4. PERCENT OF TESTS THAT WERE SCORED "GO" ON TASK PERFORMANCE

TEST CONDITION	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	Total
PRETEST																	
Number of Tests Analyzed	89	89	89	89	91	91	91	91	85	85	85	85	74	74	74	74	1356
Number of Tests Scored "GO"	44	21	9	5	2	17	1	2	4	0	3	5	52	11	10	31	217
Percent of Tests Scored "GO"	49	24	10	6	2	19	1	2	5	0	4	6	70	15	14	42	16
POSTTEST																	
Number of Tests Analyzed	80	80	80	80	86	86	86	86	81	81	81	81	91	91	91	91	1352
Number of Tests Scored "GO"	18	27	9	28	17	39	17	3	1	0	4	1	76	12	38	38	328
Percent of Tests Scored "GO"	23	34	11	35	20	45	20	3	1	0	5	1	84	13	42	42	24
FIRST RETEST																	
Number of Tests Analyzed	4	5	6	3	9	9	8	8	12	2	13	12	6	7	5	7	116
Number of Tests Scored "GO"	1	3	0	0	0	0	0	0	0	0	1	0	5	0	0	4	14
Percent of Tests Scored "GO"	25	60	0	0	0	0	0	0	0	0	8	0	83	0	0	57	12
SECOND RETEST																	
Number of Tests Analyzed	6	6	1	9	12	12	10	14	0	0	0	0	15	16	16	10	127
Number of Tests Scored "GO"	0	0	0	0	0	6	0	0	0	0	0	0	9	0	0	2	17
Percent of Tests Scored "GO"	0	0	0	0	0	50	0	0	0	0	0	0	60	0	0	20	13
THIRD RETEST																	
Number of Tests Analyzed	5	7	16	9	6	6	2	6	10	23	14	12	7	9	7	5	144
Number of Tests Scored "GO"	0	1	0	0	2	2	1	0	0	0	0	0	4	1	2	0	13
Percent of Tests Scored "GO"	0	14	0	0	33	33	50	0	0	0	0	0	57	11	29	0	9

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Percent of Steps Within a Task Performed Correctly

Because of the low number of "GOs" and the small sample sizes involved, it was necessary to utilize another criterion for analyzing the data. In this section, the results of the study are given in terms of the percent of steps within a task that were performed correctly. These measures were computed by taking the mean proportion of steps correct for a given task and then averaging the proportions across all soldiers tested at a given time.

The upper half of Figures 2 through 17 show the difference scores between the posttest and the three retest intervals. The zero baseline represents the posttest level of performance and the points plotted are the difference scores between the posttest and the three retest times. The difference scores are the average change in the percent of steps scored "GO" for a given task. For example, in Figure 2, the percent of steps scored "GO" on the first retest on Task A1 was 37.5 percent higher than it was at the time of the posttest.

The absolute performance test scores are presented in the lower half of Figures 2 through 17. These figures show the mean percent of the task steps scored "GO" for each task and testing period. The score for the posttest, represented by zero time, was found by calculating the mean for all soldiers tested at the posttest, regardless of their retest group designation.

In examining the figures for the sixteen tasks, there does not appear to be any consistent trend. Considering the absolute test scores, there were a total of 40 changes in the mean percent of steps "GO" from one test period to another (i.e., from posttest to first retest, from second retest to third retest). Of these 40 changes, 20 were increases in performance and 20 were decreases. The changes in performance shown are probably due to various combinations of differences in test administrations, the learning effects of taking the test, and other unknown sources of variance. A complete summary of the data in terms of means, percents, and difference scores is given in Table 5.

Six of the tasks had both performance and knowledge items on the test. The graphs showing both the knowledge and performance components as difference scores over the three time intervals are given in Figures 18 through 23. The absolute performance test scores as mean percents of the steps scored "GO" are plotted in the lower half of these figures.

These figures indicate that there are no consistent trends with respect to the skill decay of knowledge and performance items. Out of 28 changes in absolute performance level, 15 were increases and 13 were decreases. Although no conclusions may be developed regarding skill decay, it should be pointed out that the knowledge and performance curves do tend to follow quite closely over time with no real substantial or consistent differences between them.
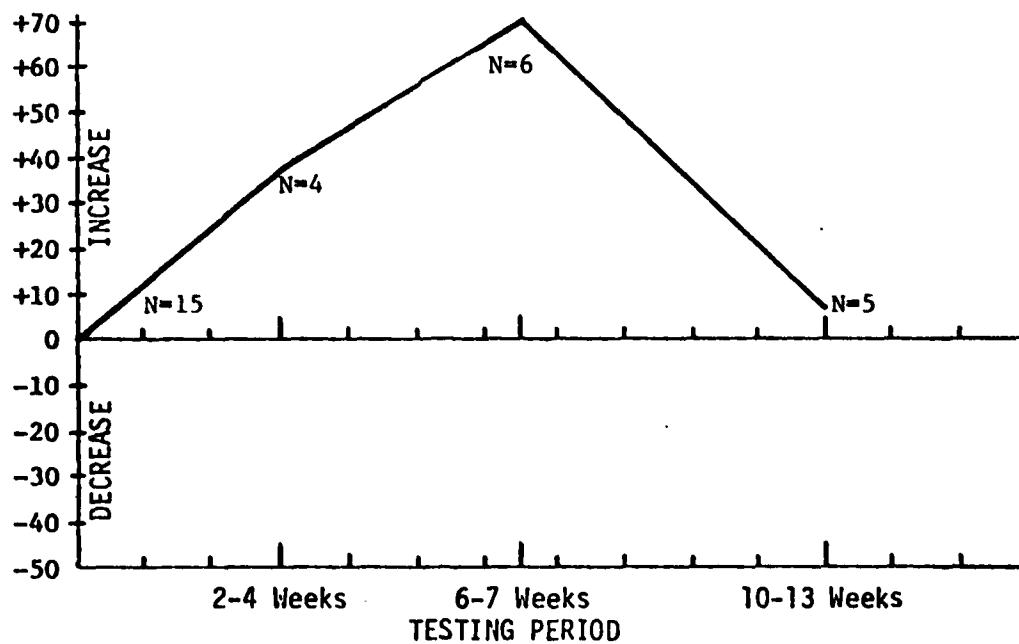
20

TABLE 5. MEANS AND PERCENTS FOR ALL TEST CONDITIONS AND DIFFERENCE SCORES BETWEEN TESTS

Task	No. of Task Steps	Statistics	Post-test	1st Retest	Difference Score	Post-test	2nd Retest	Difference Score	Post-test	3rd Retest	Difference Score	Overall Posttest
A1	4	N	4	4	4	6	6	6	5	5	5	15
		X̄	2.5	4.0	+1.5	1.2	4	+2.8	3.0	3.2	+0.2	2.1
		%	62.5	100.0	+37.5	30.0	100.0	+70.0	75.0	80.0	+5.0	52.5
A2	17	N	5	5	5	6	6	6	7	7	7	18
		X̄	17.0	16.2	-0.8	16.5	14.2	-2.3	13.6	12.4	-1.1	15.5
		%	100.0	95.3	-4.7	97.1	83.5	-13.5	80.0	72.9	-6.5	91.2
A3	8, 7 4, 5	N	6	6	6	1	1	1	16	16	16	23
		X̄	3.7	3.5	-0.2	1	1	0	3.6	1.4	-2.3	3.5
		%	49.3	46.7	-2.7	25.0	25.0	0	72.0	72.9	-46.0	64.0
A4	22	N	3	3	3	9	9	9	9	9	9	21
		X̄	19.0	18.3	-0.7	20.4	12.0	-8.4	20.7	15.4	-5.2	20.3
		%	86.4	83.2	-3.2	92.7	54.5	-38.2	94.1	70.0	-23.6	92.3
B1	14	N	9	9	9	12	12	12	6	6	6	27
		X̄	5.9	6.6	+0.7	9.2	9.8	+0.1	11.8	10.3	-1.5	8.7
		%	42.1	47.1	+5.0	65.7	70.0	+0.7	84.3	73.6	-10.7	62.1
B2	20	N	9	9	9	12	12	12	6	6	6	27
		X̄	16.3	17.4	+1.1	19.3	18.4	-0.8	19.2	19.7	+0.5	18.3
		%	81.5	87.0	+5.5	96.5	92.0	-4.0	96.0	98.5	+2.5	91.5
B3	21	N	8	8	8	10	10	10	2	2	2	20
		X̄	18.3	18.4	+0.1	17.7	16.6	-1.1	21.0	20.5	-0.5	18.3
		%	87.1	87.6	+0.5	84.3	79.0	-5.2	100.0	97.6	-2.4	87.1
B4	33	N	8	8	8	14	14	14	6	6	6	28
		X̄	19.4	22.6	+3.3	20.0	16.7	-3.3	28.7	32.2	+3.5	21.7
		%	58.8	68.5	+10.0	60.6	50.6	-10.0	87.0	97.6	+10.6	65.8

TABLE 5. MEANS AND PERCENTS FOR ALL TEST CONDITIONS AND DIFFERENCE SCORES BETWEEN TESTS, continued

Task	No. of Task Steps	Statistics	Post-test	1st Retest	Difference Score	Post-test	2nd Retest	Difference Score	Post-test	3rd Retest	Difference Score	Overall Posttest
C1	74	N	12	12	12	0	0	0	10	10	10	22
		X̄	44.8	54.4	+9.7				46.1	41.4	-4.7	45.4
		%	60.5	73.5	+13.1				62.3	55.9	-6.4	61.4
C2	35	N	2	2	2	0	0	0	23	23	23	25
		X̄	16.5	18.0	+1.5				21.9	19.0	-2.9	21.5
		%	47.1	51.4	+4.3				62.6	54.3	-8.3	61.4
C3	46	N	13	13	13	0	0	0	14	14	14	27
		X̄	40.1	40.5	+0.8				35.9	31.6	-4.4	37.9
		%	87.2	88.0	+1.7				78.0	68.7	-9.6	82.4
C4	45	N	12	12	12	0	0	0	12	12	12	24
		X̄	27.7	33.6	+5.9				25.0	26.8	+1.8	26.4
		%	61.6	74.7	+13.1				55.6	59.6	+4.0	58.7
D1	6	N	6	6	6	15	15	15	7	7	7	28
		X̄	6	6	0	5.7	5.8	+0.1	5.9	5.7	-0.1	5.8
		%	100.0	100.0	0	95.0	96.7	+1.6	98.3	95.0	-1.7	96.7
D2	27	N	7	7	7	16	16	16	9	9	9	32
		X̄	16.6	23.6	+7.0	18.1	18.8	+0.9	18.0	20.9	+2.9	17.7
		%	61.5	87.4	+25.9	67.0	69.6	+3.3	66.7	77.4	+10.7	65.6
D3	14	N	5	5	5	16	16	16	7	7	7	28
		X̄	13.0	13.6	+0.6	11.2	12.3	+1.1	13.4	12.0	-1.4	12.1
		%	92.9	97.1	+4.3	80.0	87.9	+7.9	95.7	85.7	-10.0	86.4
D4	22	N	7	7	7	10	10	10	5	5	5	22
		X̄	21.1	21.6	+0.4	18.1	20.6	+2.5	18.4	21.8	+3.4	19.1
		%	95.9	98.2	+1.8	82.2	93.6	+11.4	83.6	99.1	+15.5	86.8

Figure 2. Task A1 — Select Temporary Battlefield Positions

23
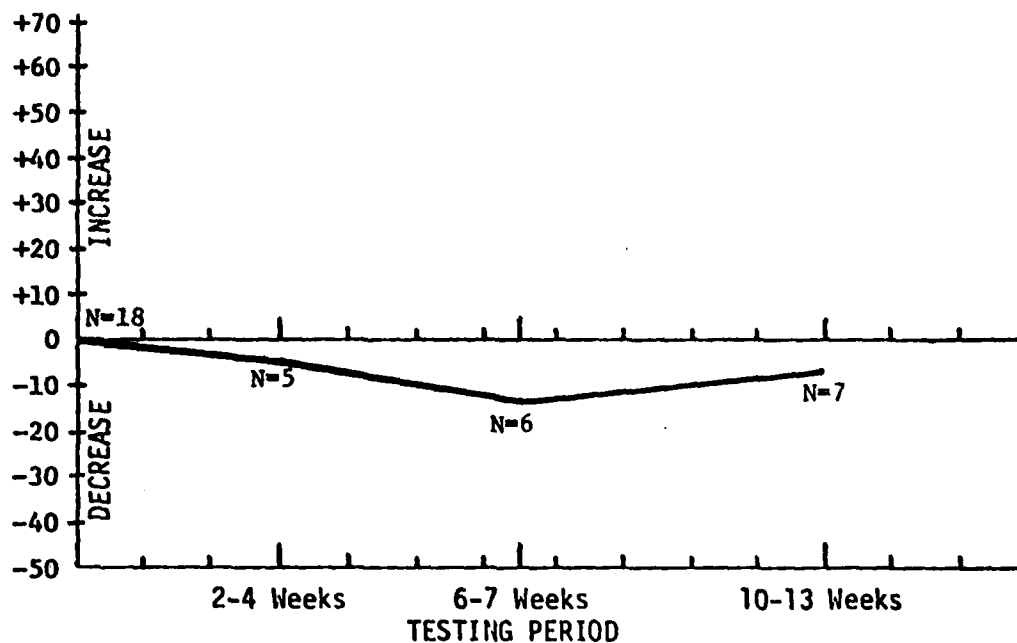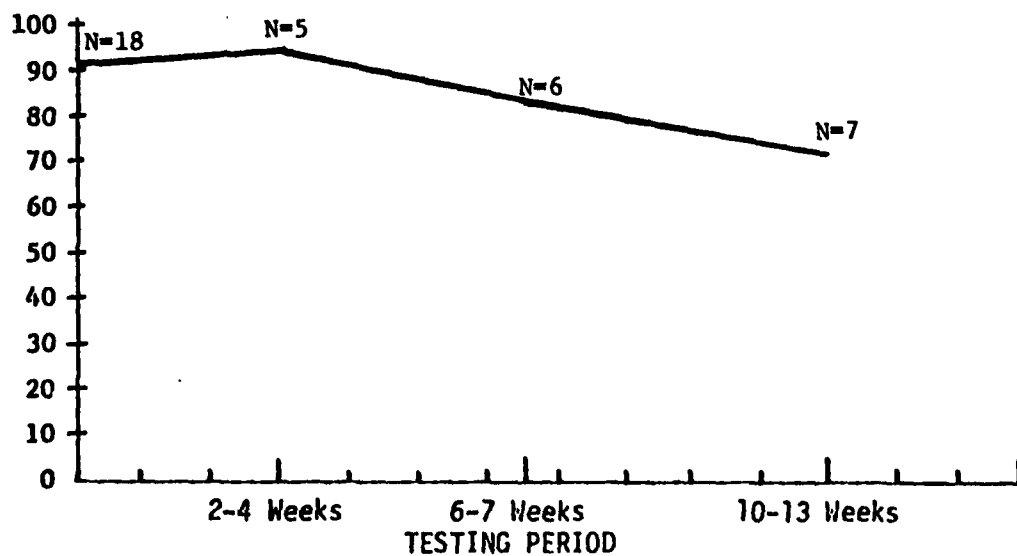
Figure 3. Task A2 — Use Challenge and Password

24
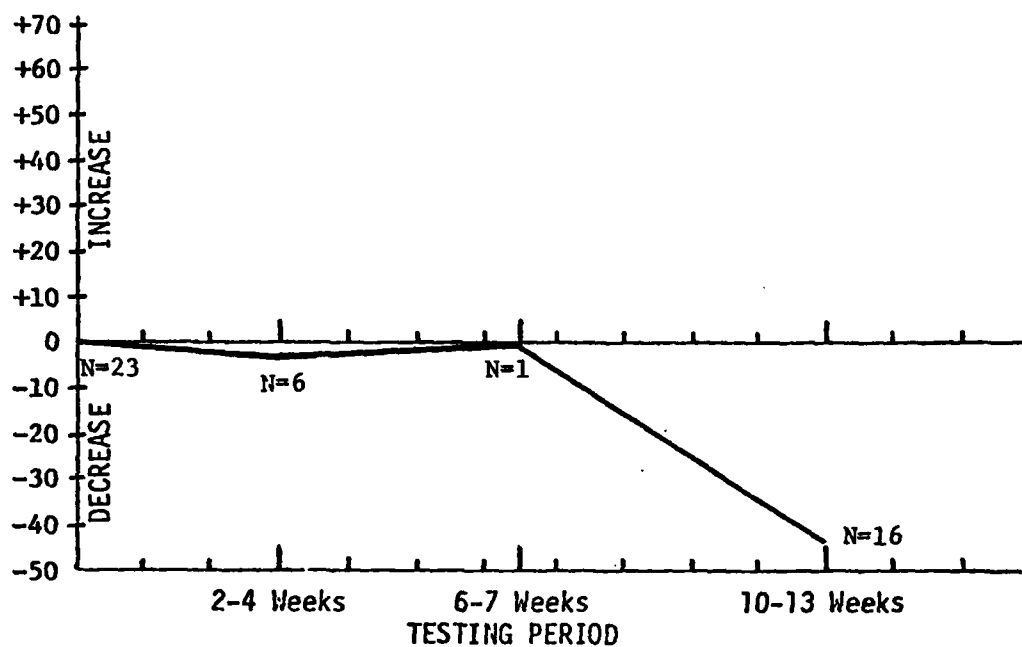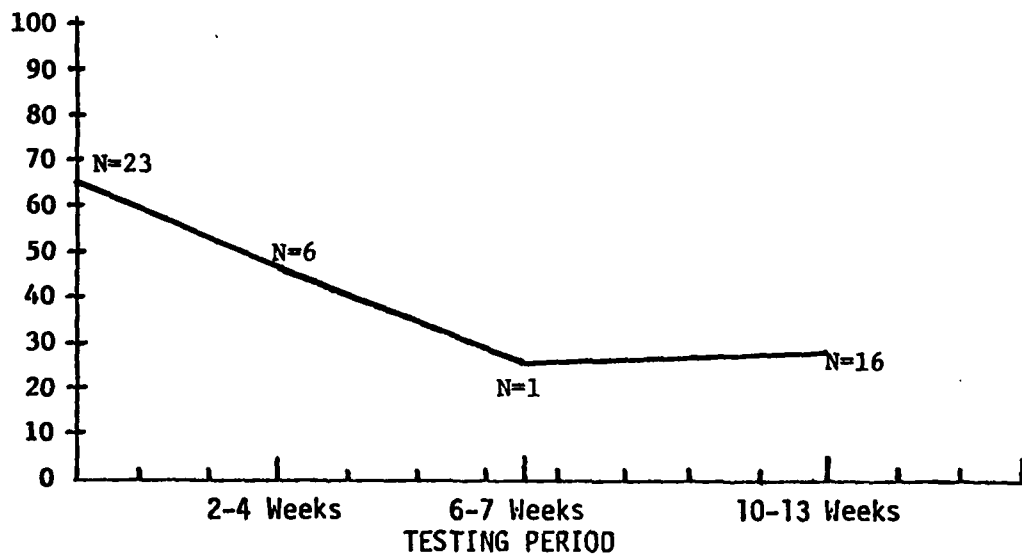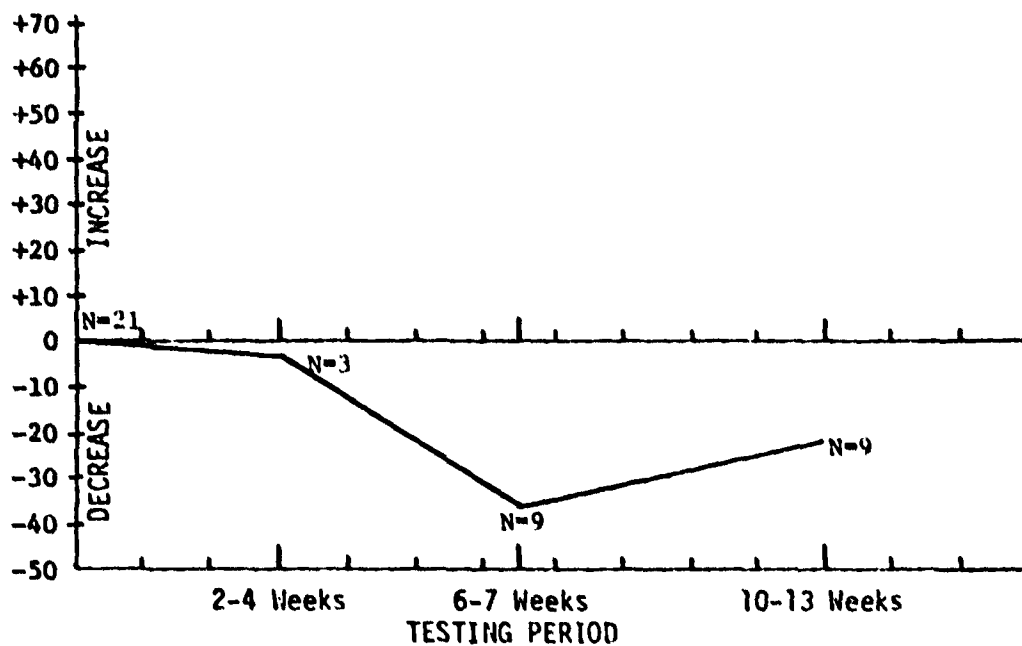
Figure 4. Task A3 — Estimate Range

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE
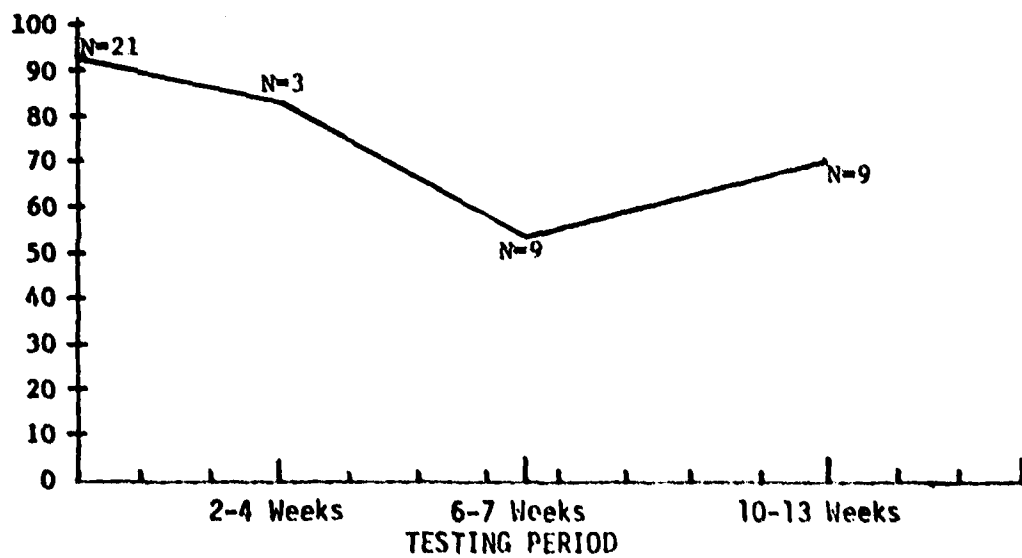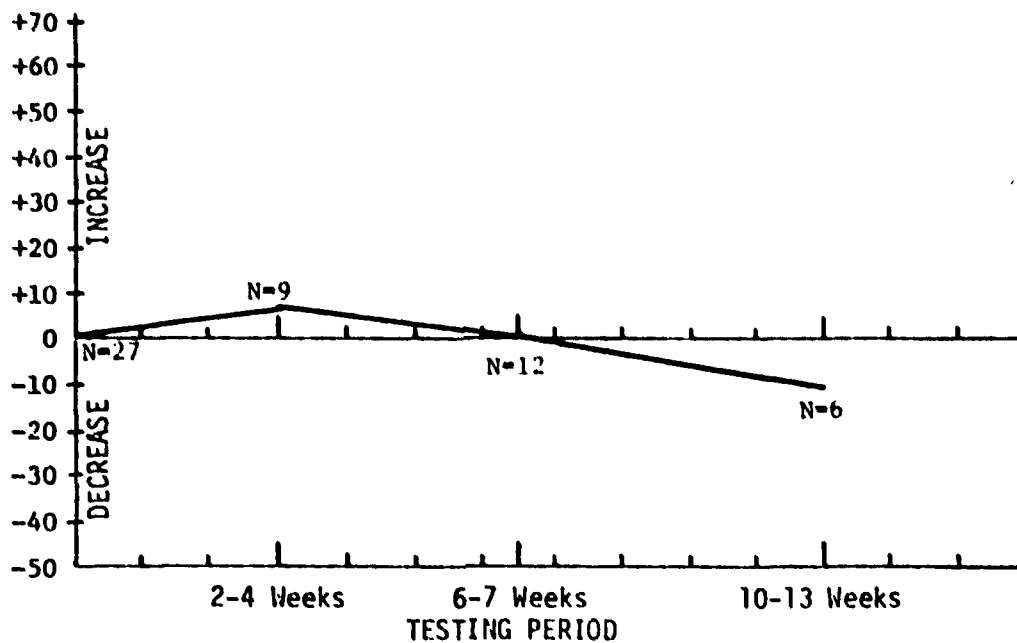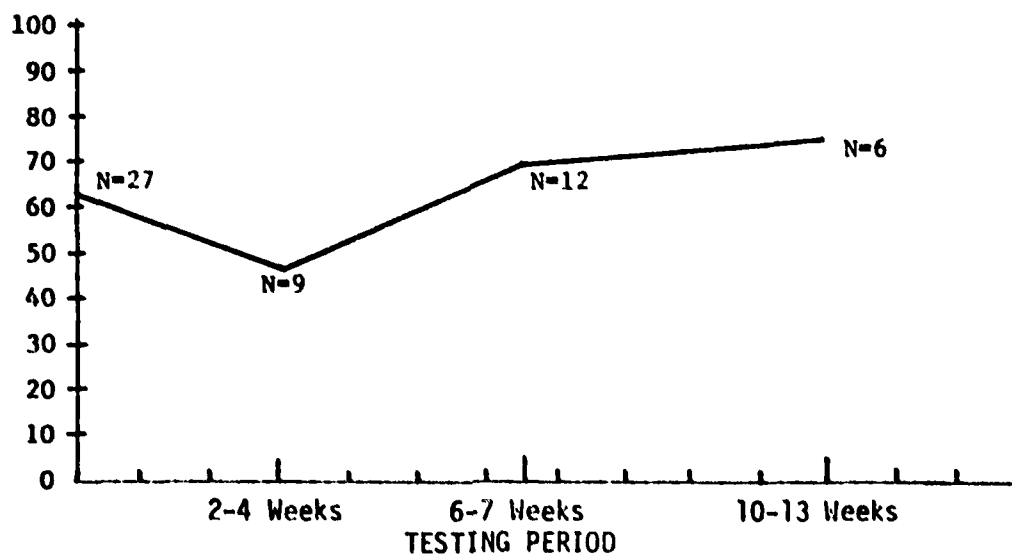
INCREASE

DECREASE

+70
+60
+50
+40
+30
+20
+10
0
-10
-20
-30
-40
-50

N=21

N=3

N=9

N=9

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD

MEAN PERCENT OF TASK STEPS "GO"

100
90
80
70
60
50
40
30
20
10
0

N=21

N=3

N=9

N=9

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD

Figure 5.   Task A4 —   Perform Operator's Maintenance on Field
Telephones TA-1 or TA-312

26

Figure 6.   Task B1 — Describe the Engagement of Enemy Armored
Vehicles by Individual (M16A1, M203) and
Crew-Served (M60) Weapons

27
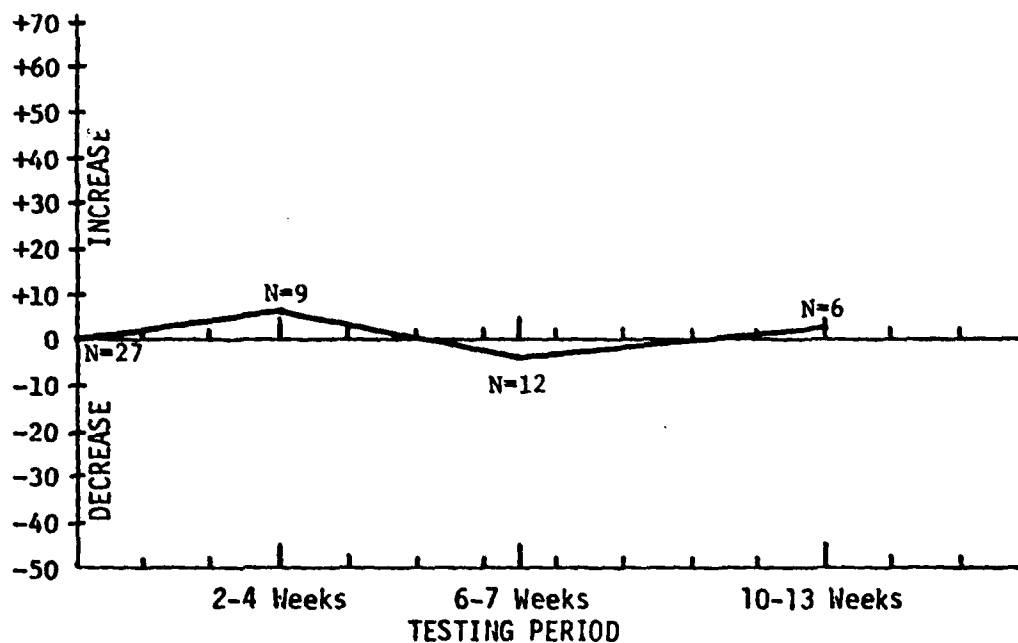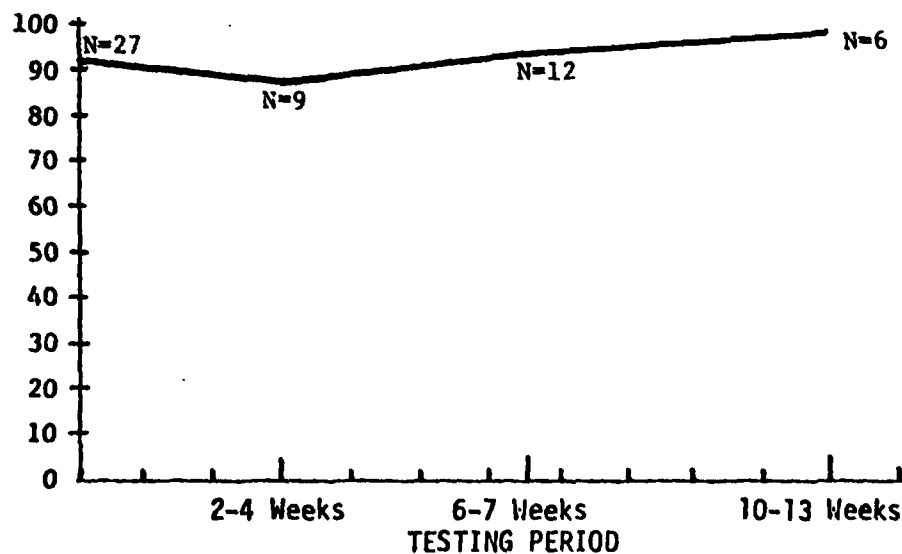
Figure 7. Task B2 — Operate M203 Grenade Launcher

28
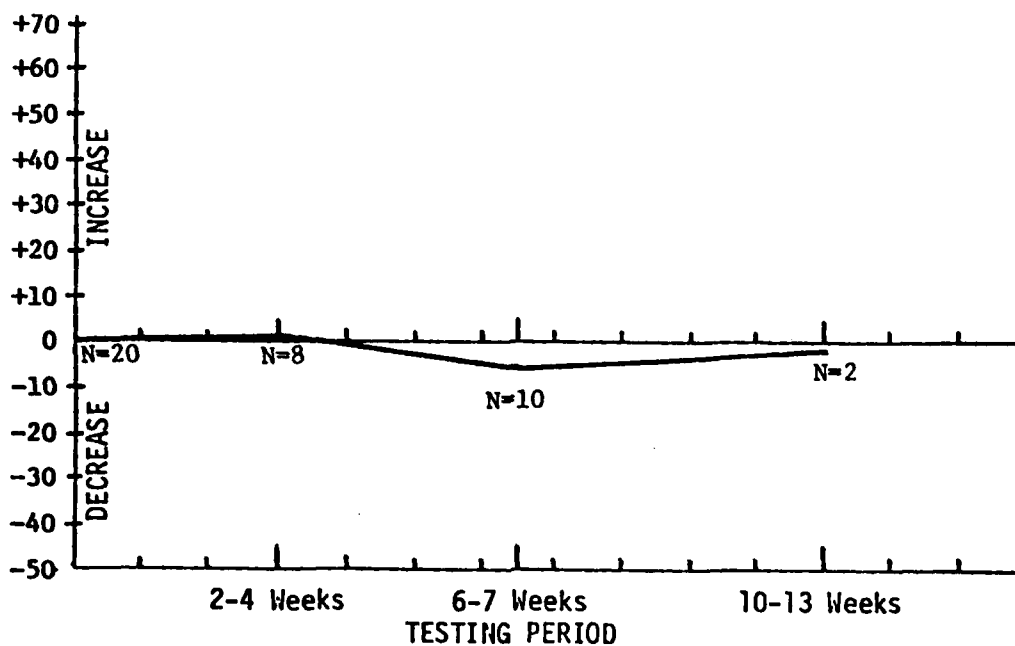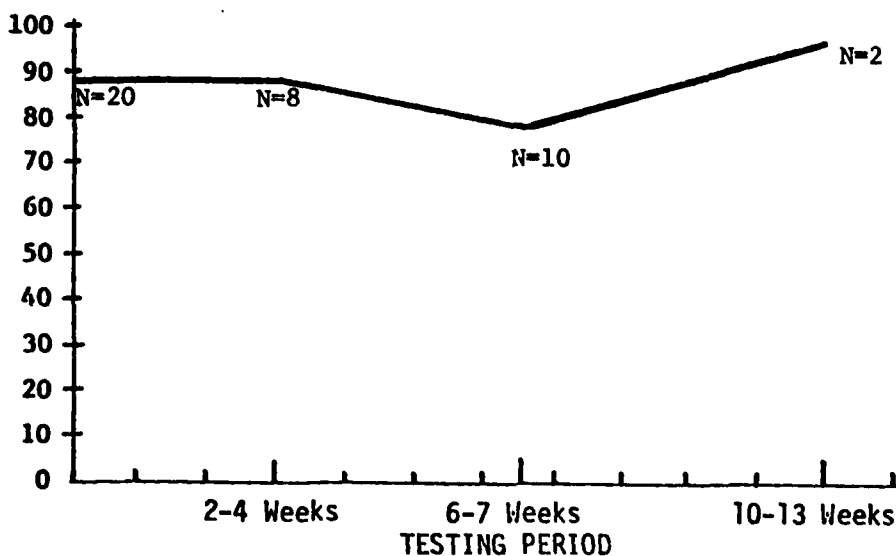
Figure 8. Task B3 — Identify a Vehicle as Being Either Friendly or Threat

29

Figure 9.   Task B4 — Apply the Four Life Saving Measures

30
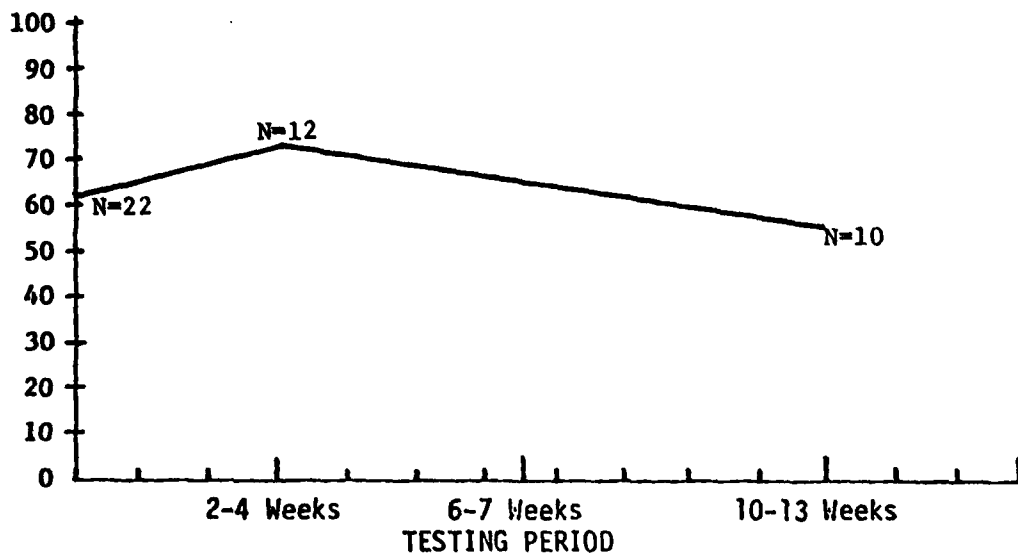
Figure 10.   Task C1 — Operate an M60 Machinegun

31
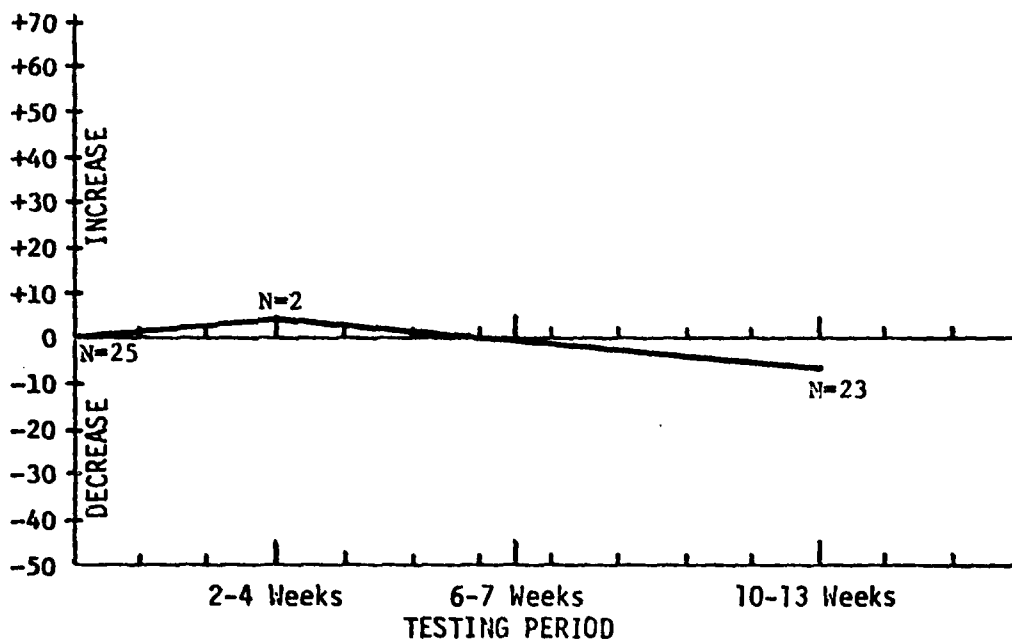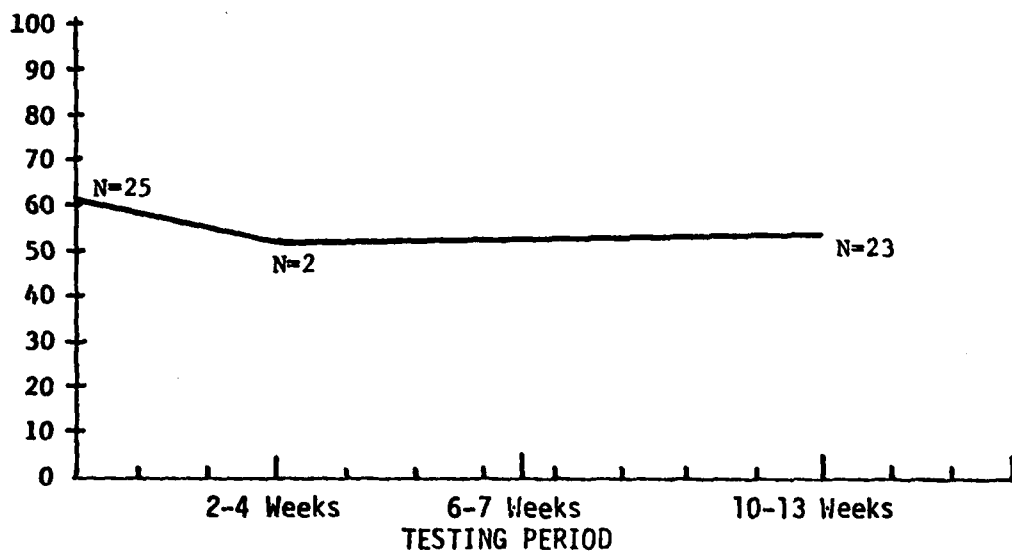
Figure 11.   Task C2 — Identify NBC Hazards

32

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PER-FORMANCE
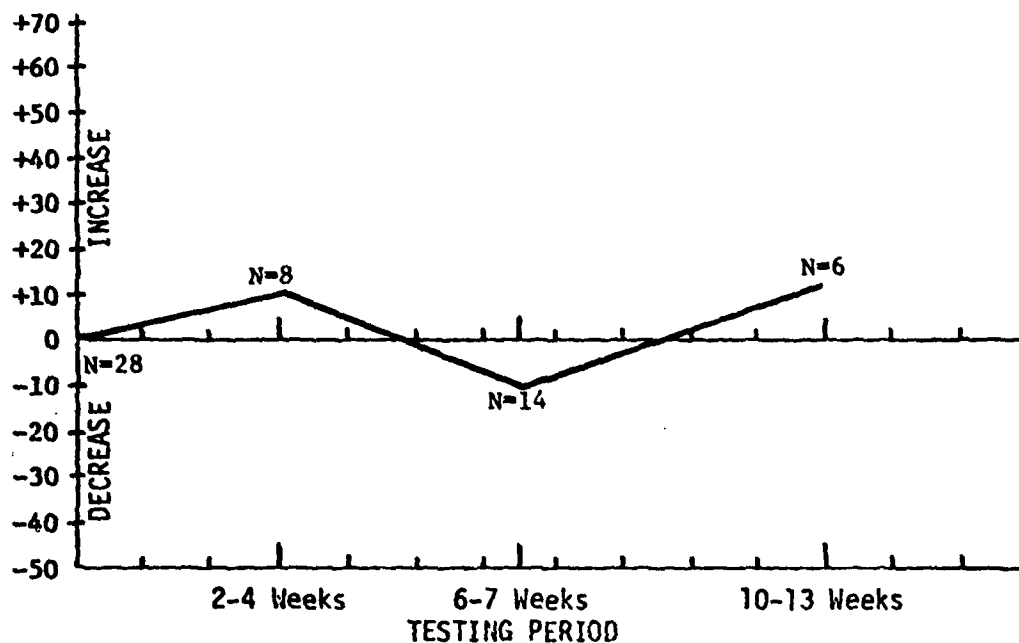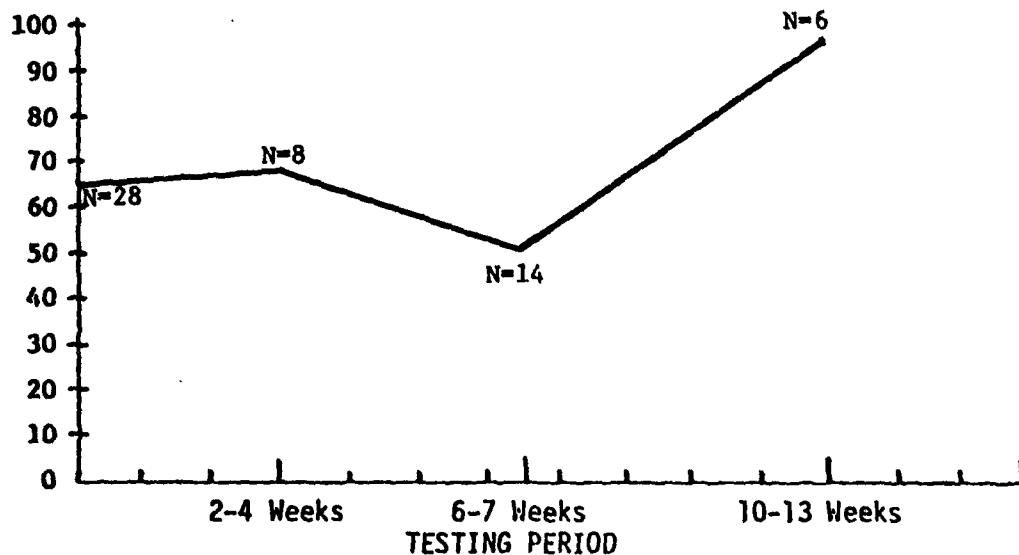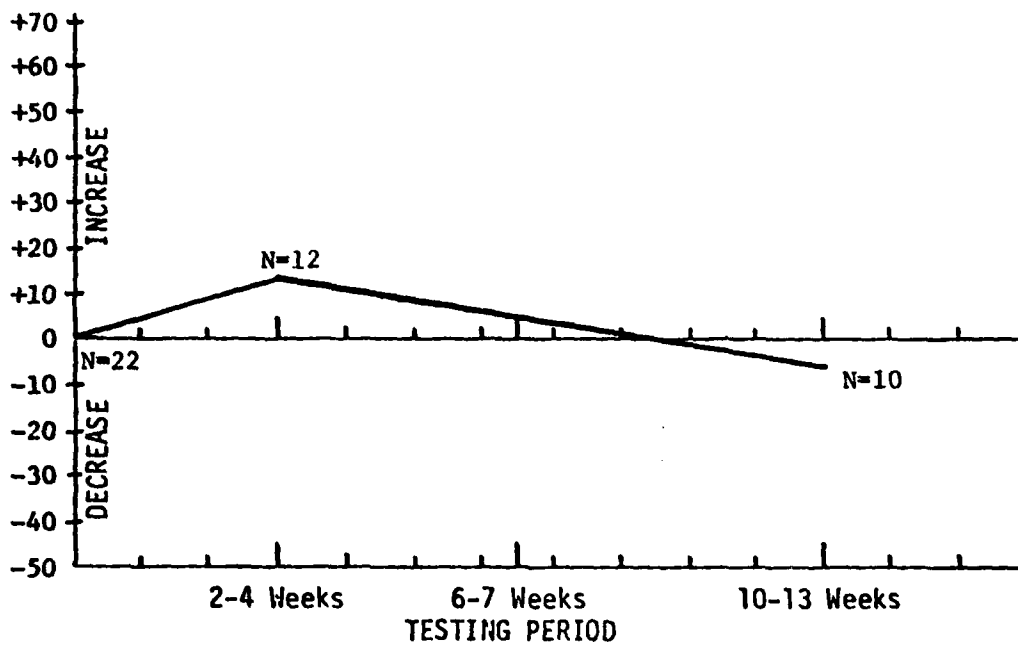
INCREASE

DECREASE

N=27   N=13   N=14

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD

MEAN PERCENT OF TASK STEPS "GO"

N=27   N=13   N=14

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD

Figure 12. Task C3 — Install/Recover/Fire an Electrically
Armed Claymore Mine

33
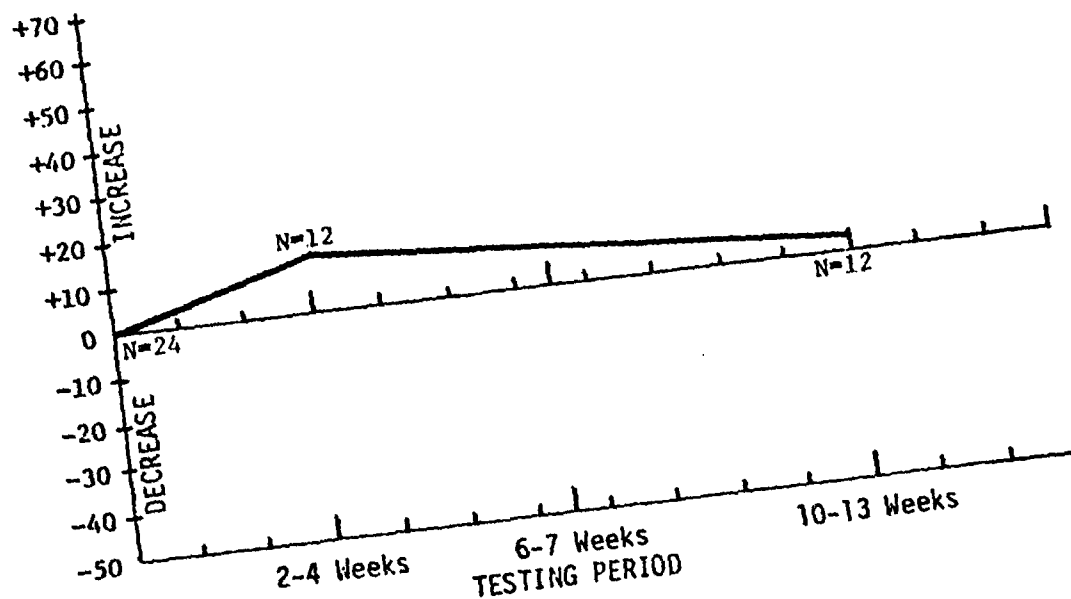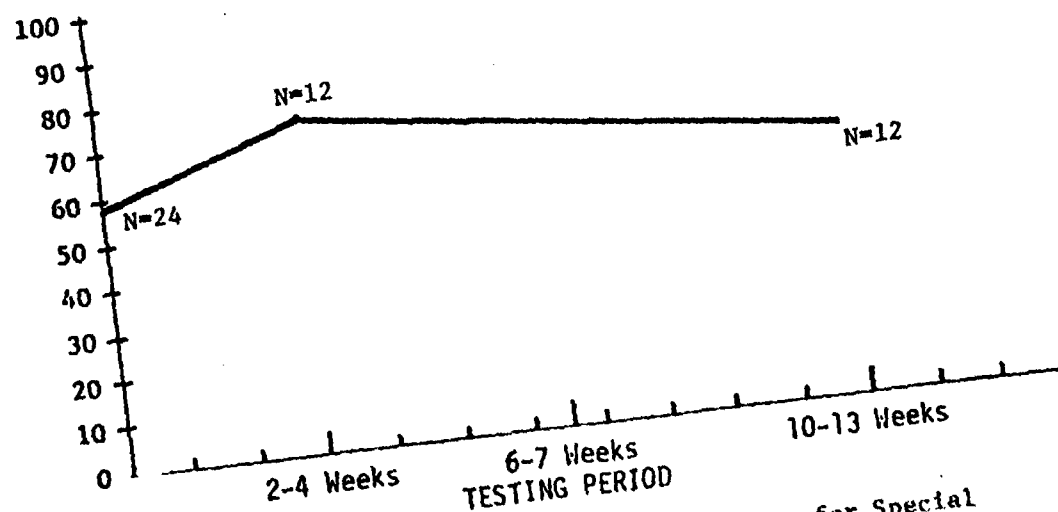
Figure 13. Task C4 — Apply First Aid Measures for Special Wounds

34

Figure 14. Task D1 -- Collect/Report Information - SALUTE
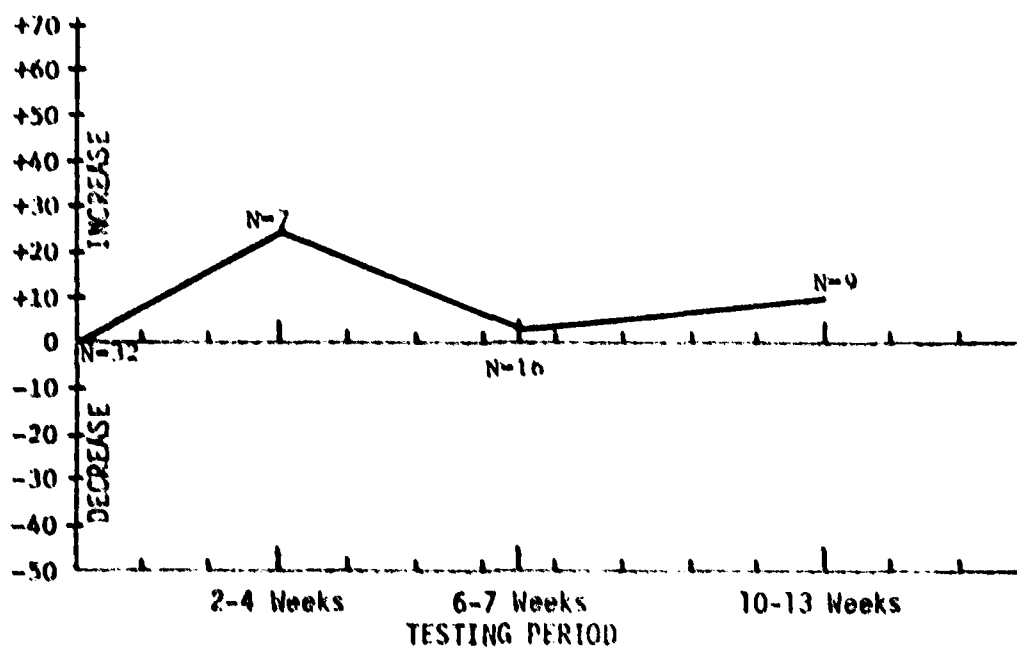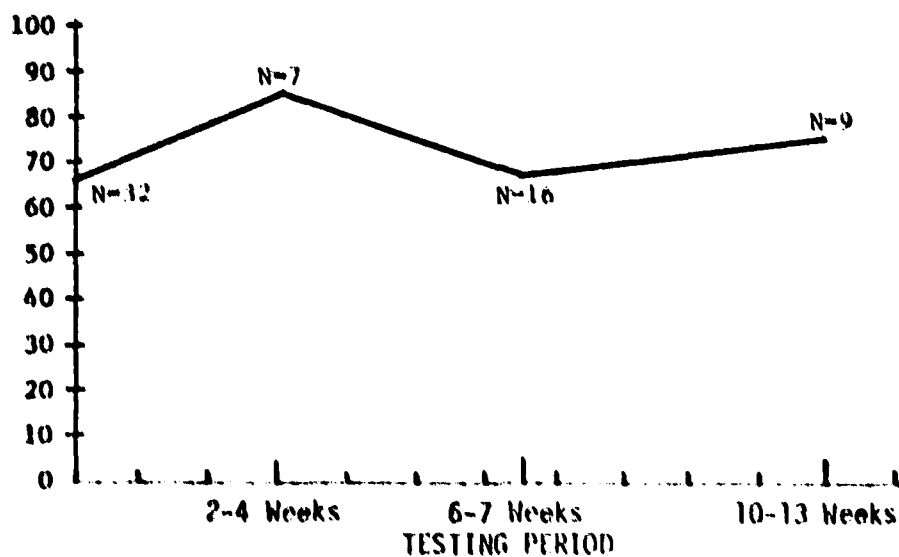
Figure 15. Task 02 — Maintain an M203 Grenade Launcher and Ammunition
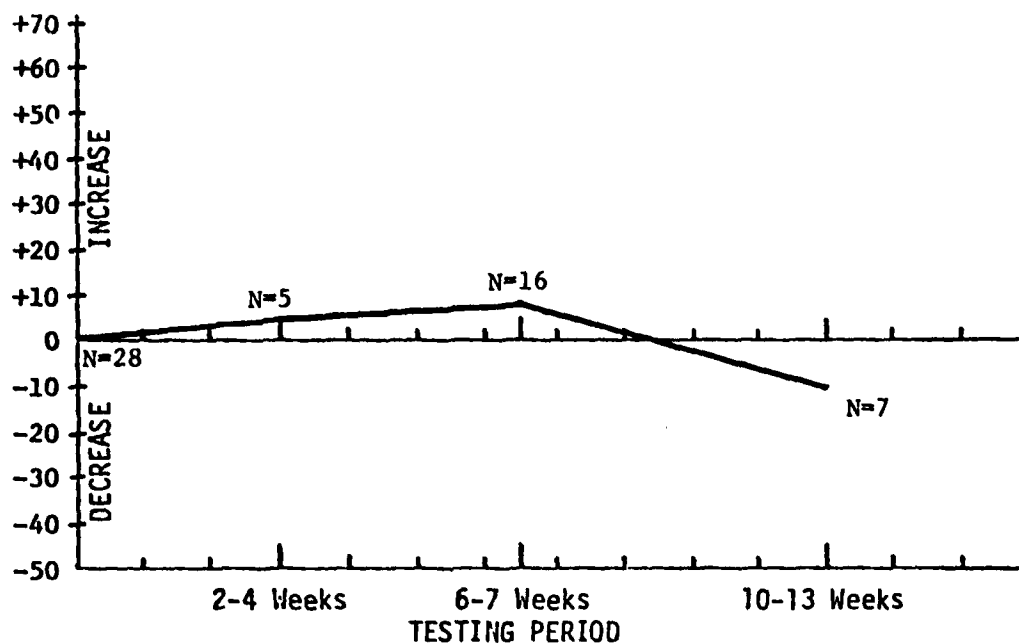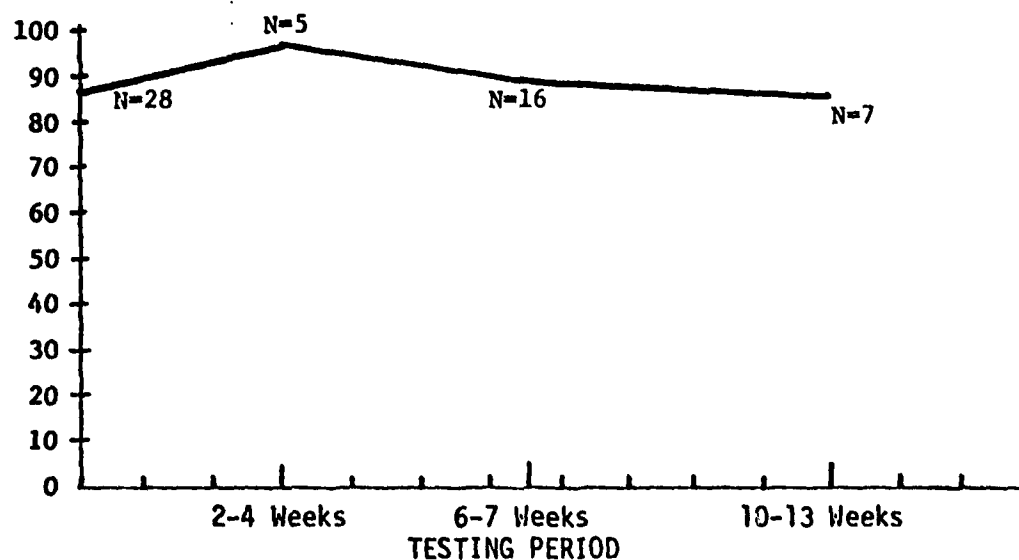
Figure 16.   Task D3 — Process Known or Suspected Enemy Personnel

37
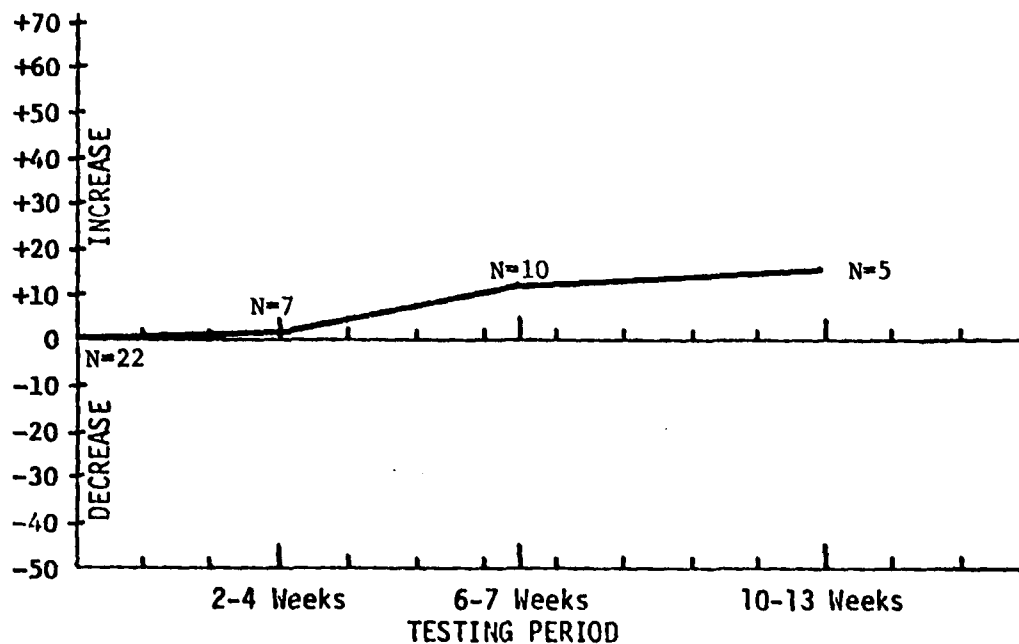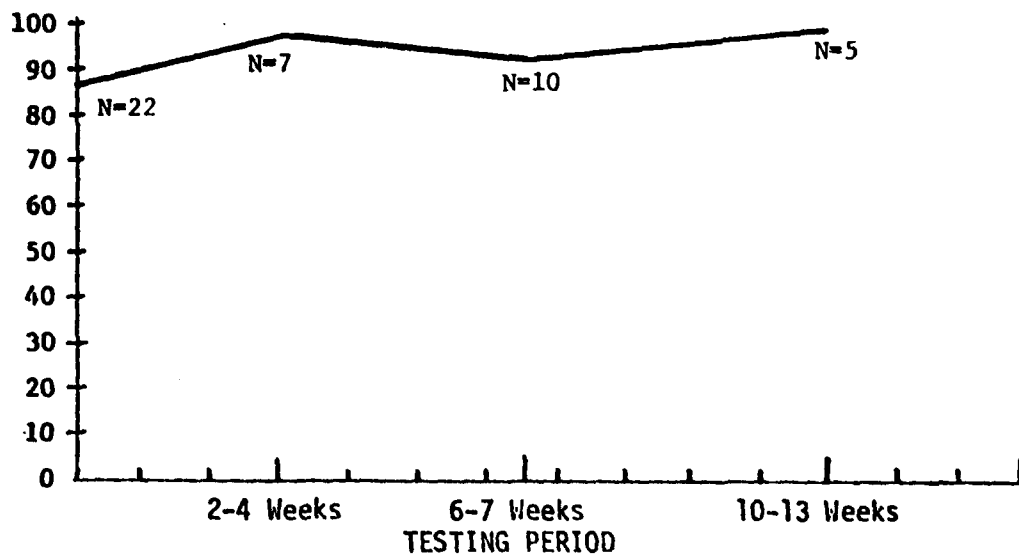
Figure 17. Task D4 — Prepare an M72A2 LAW For Firing; Restore M72A2 LAW To Carrying Configuration

38
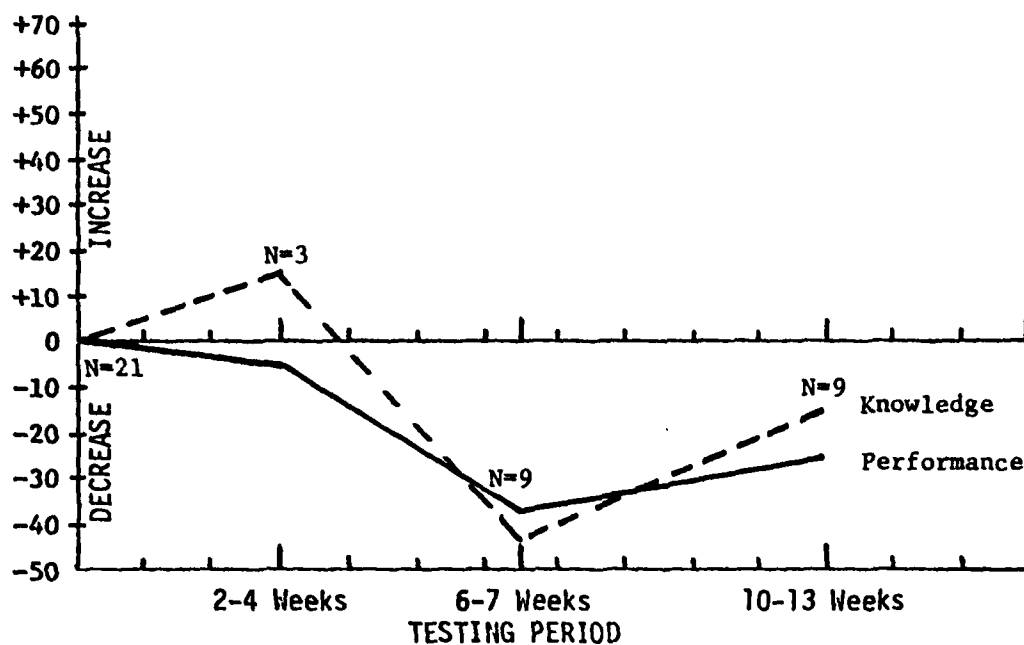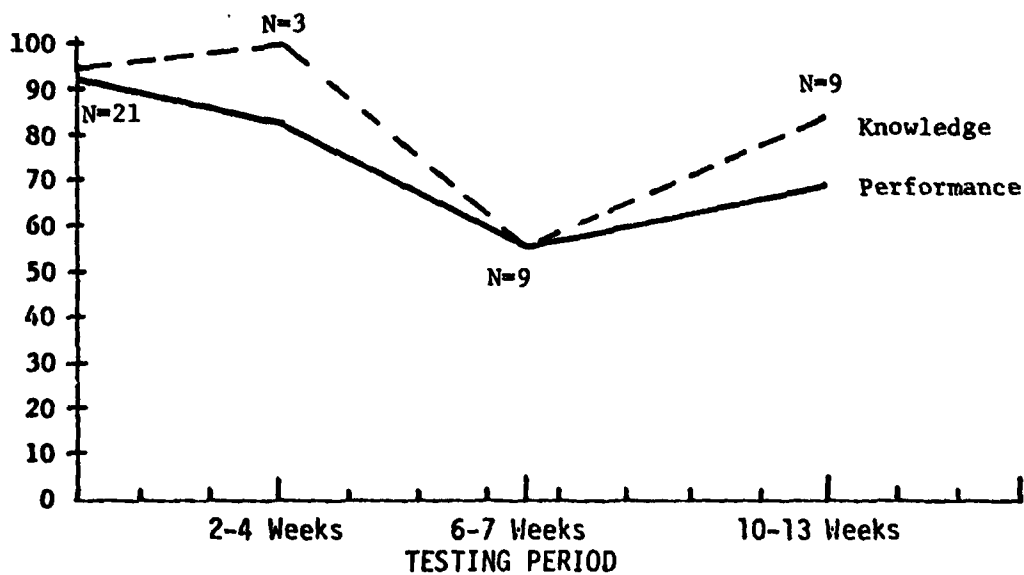
Figure 18. Task A4 — Perform Operator's Maintenance on Field
Telephones TA-1 or TA-312
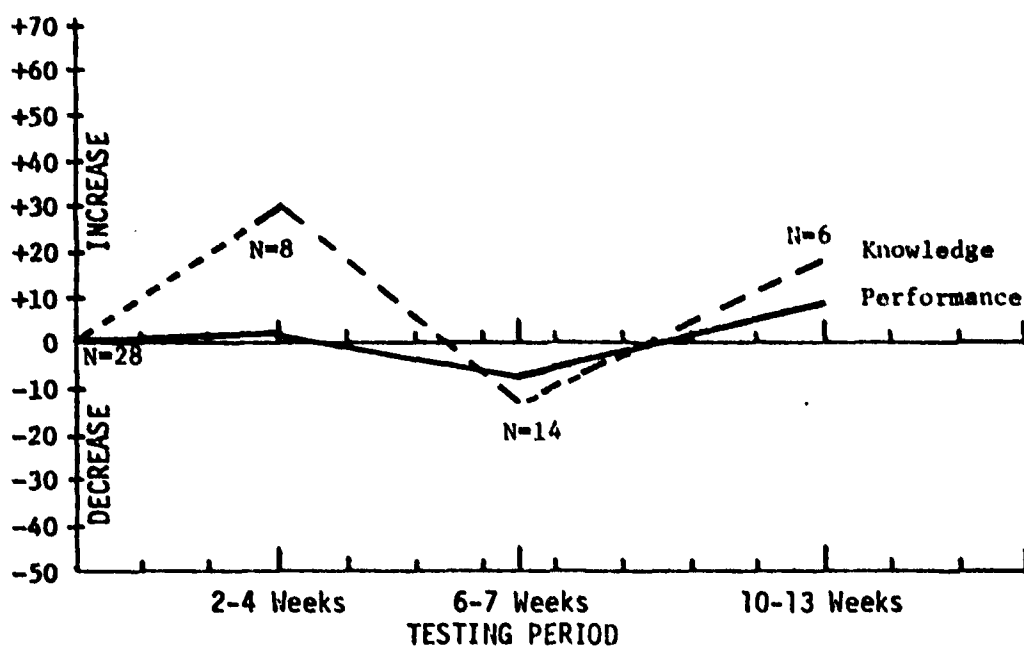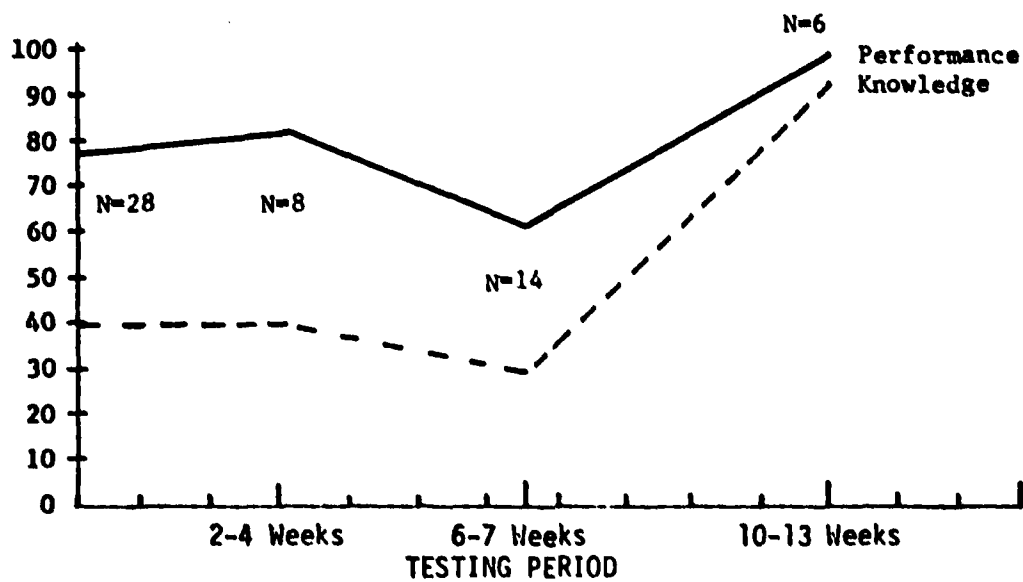
Figure 19. Task B4 — Apply the Four Life Saving Measures

40
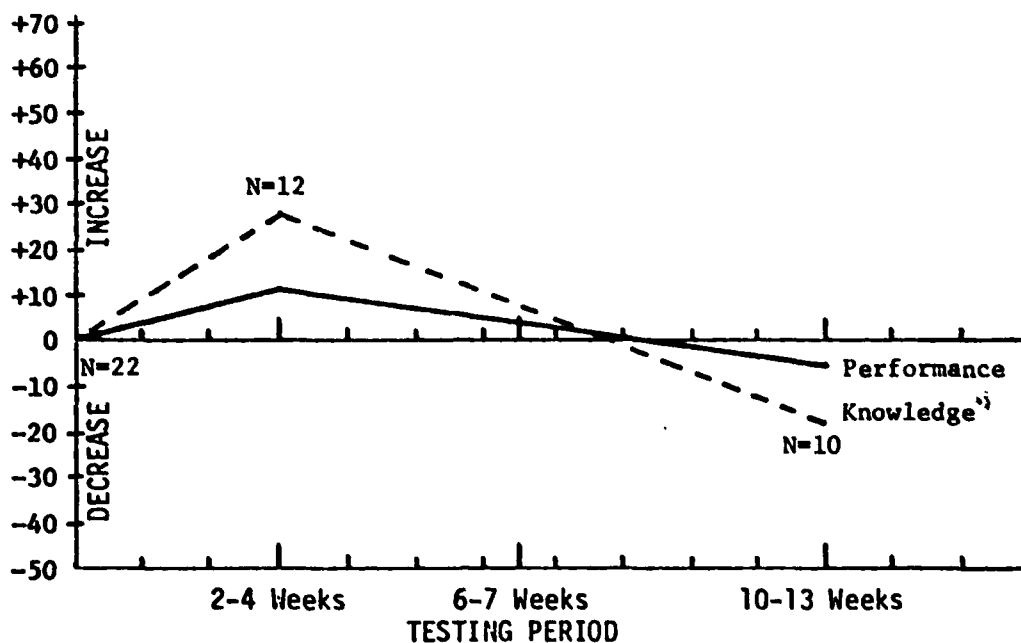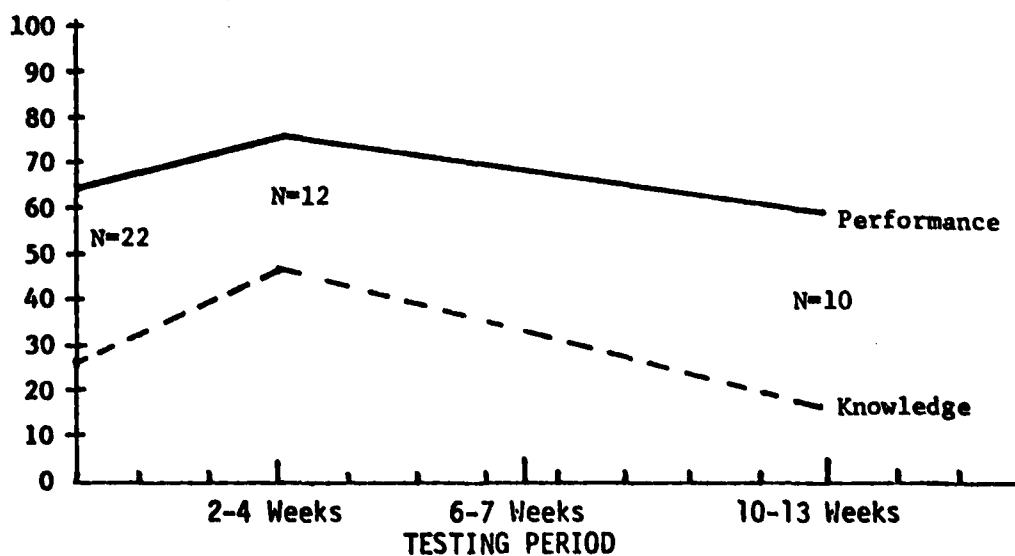
Figure 20. Task C1 — Operate an M60 Machinegun

41
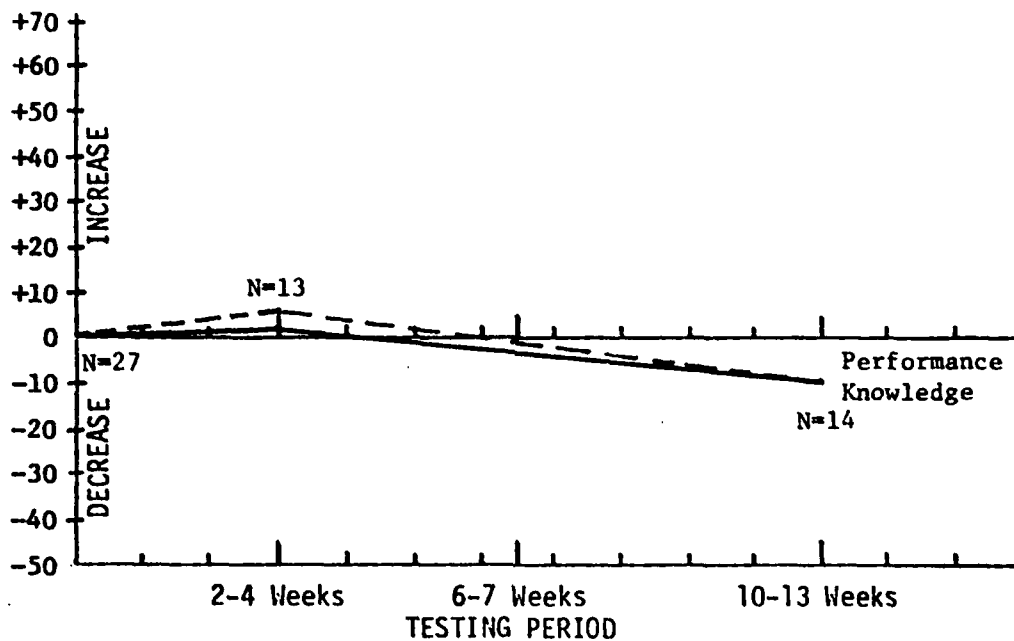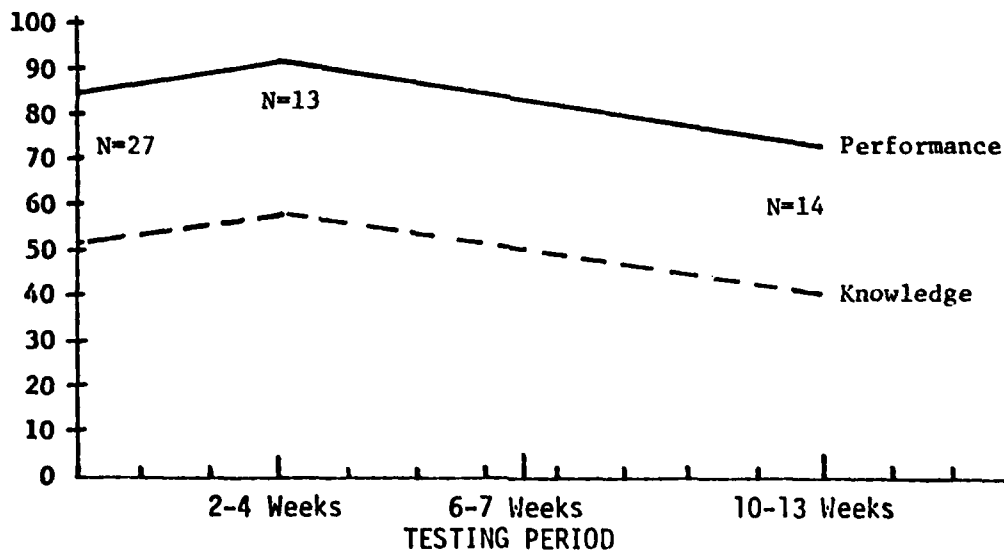
Figure 21. Task C3 — Install/Recover/Fire an Electrically Armed Claymore Mine

42
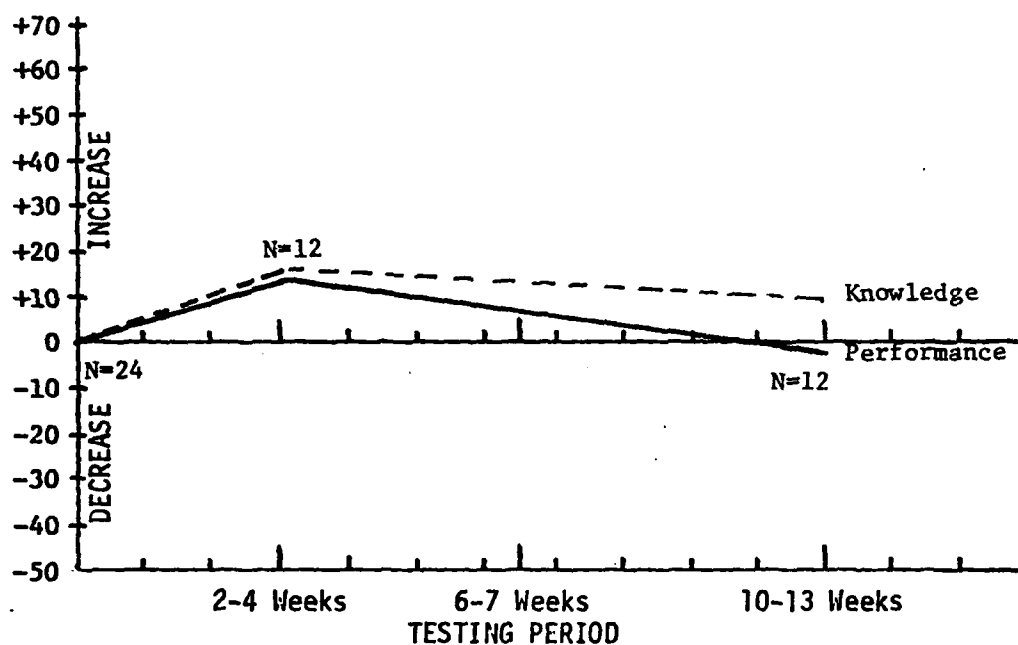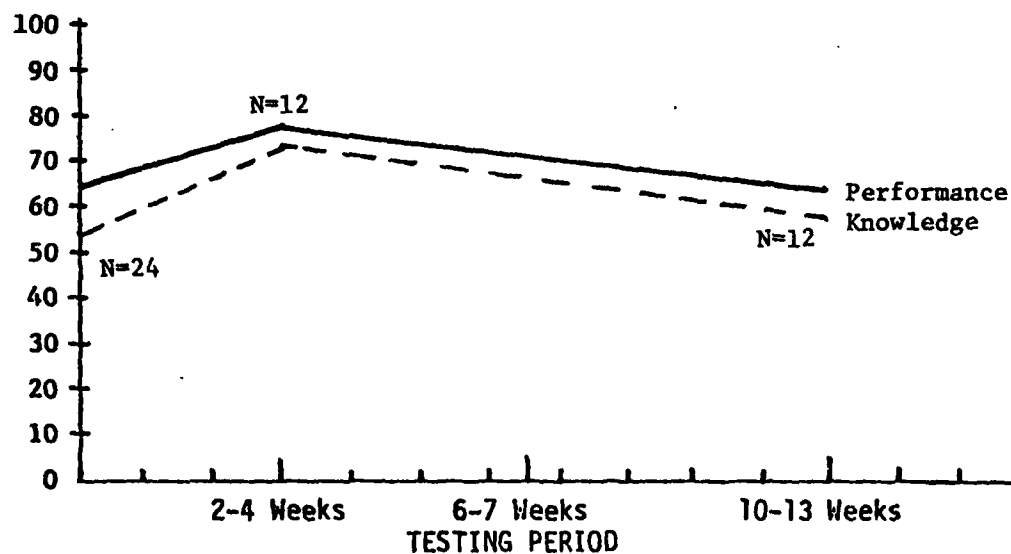
Figure 22. Task C4 — Apply First Aid Measures for Special Wounds

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE
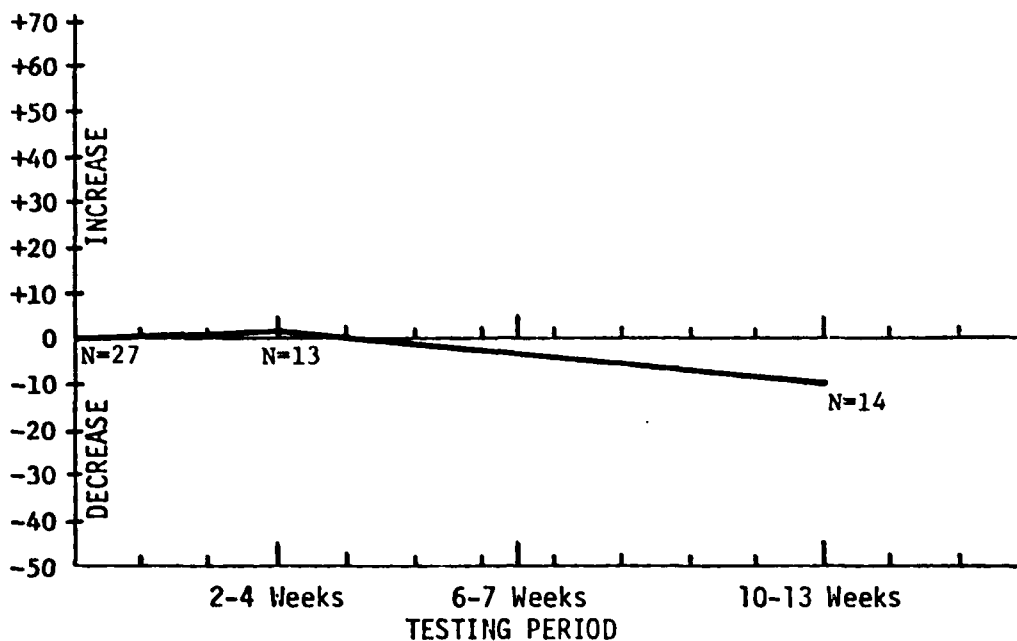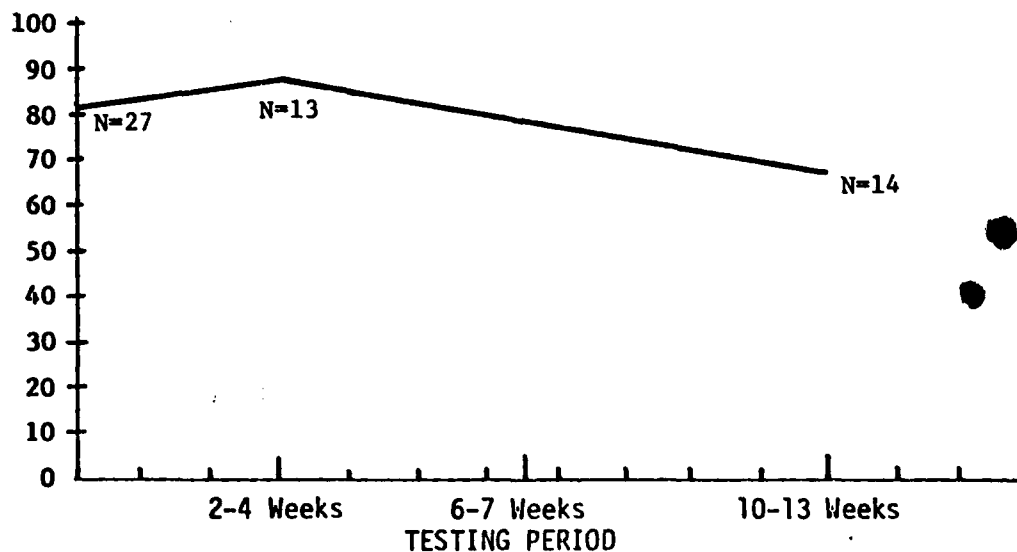
INCREASE

DECREASE

+70
+60
+50
+40
+30
+20
+10
0
-10
-20
-30
-40
-50

N=32

N=7

N=16

N=9

Performance
Knowledge

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD

MEAN PERCENT OF TASK STEPS "GO"

100
90
80
70
60
50
40
30
20
10
0

N=32

N=7

N=16

N=9

Performance
Knowledge

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD
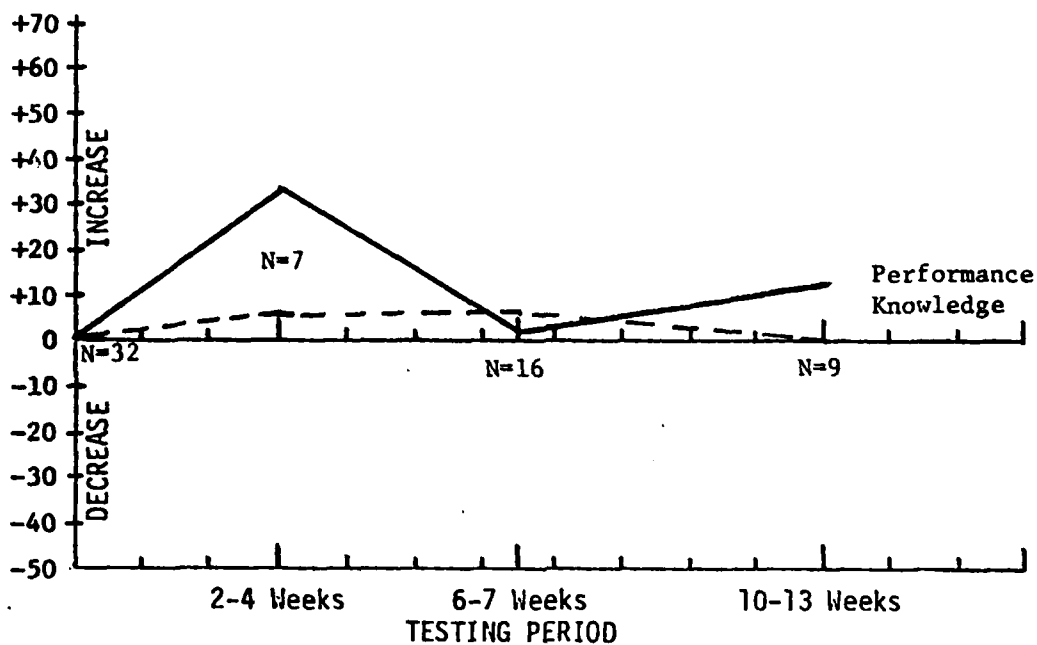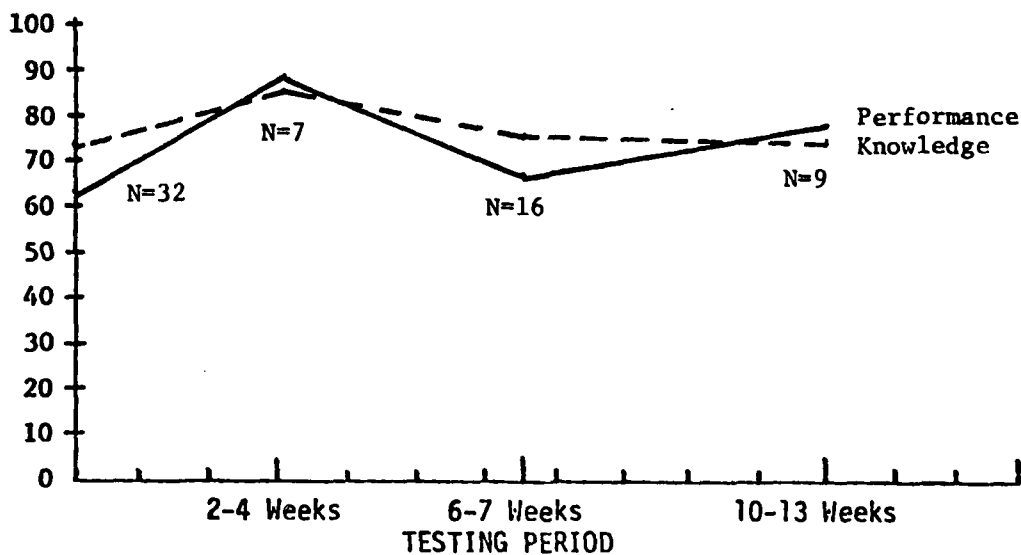
Figure 23. Task D2 — Maintain an M203 Grenade Launcher
and Ammunition

44

As described previously, all sixteen tasks were rated and rank ordered on the dimensions of task performance guidance and task difficulty. For both variables considered separately, the four highest and four lowest ranking tasks were averaged and plotted over time. These graphs are shown in Figures 24-25. The only part of these curves that seems to be logical is that the high guidance curve is positioned above the low guidance curve.

In summary, the retention test data do not appear to provide a reliable data base from which to develop firm generalizations and conclusions about skill decay of the sixteen tasks. There were three major problems with the study which impose severe limitations on the data: (1) small sample sizes of trained soldiers, (2) lack of a sufficiently long retest interval to enable observation of decay in the criterion concerned with the percent of task steps correctly performed, and (3) possible learning effects of taking the posttest. These problems would have to be addressed in a thorough and systematic manner to provide the data base required to answer questions concerning skill decay of military tasks.

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE
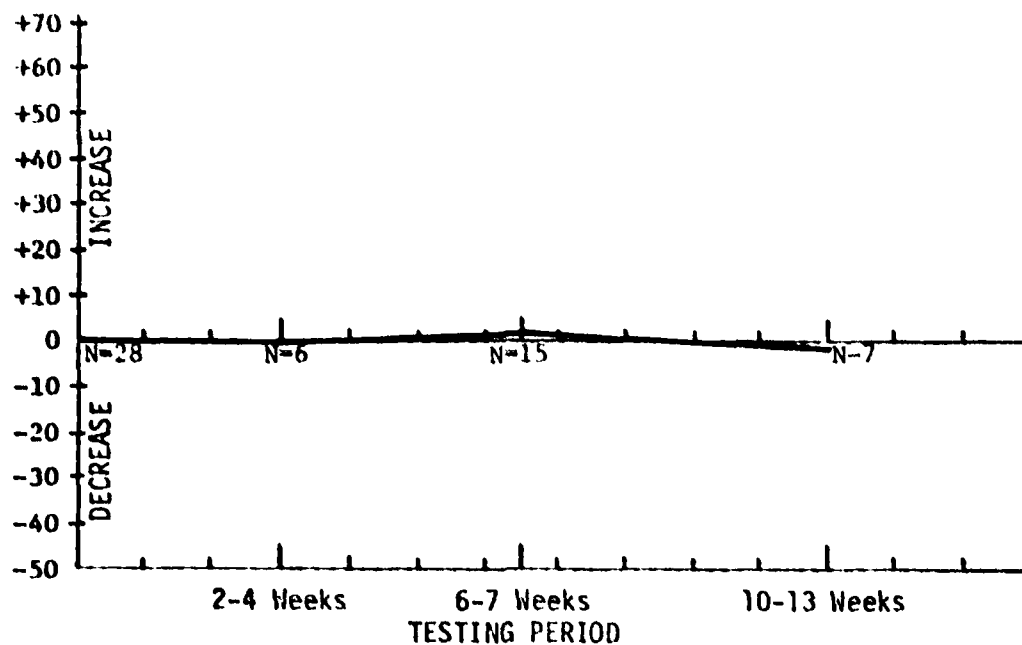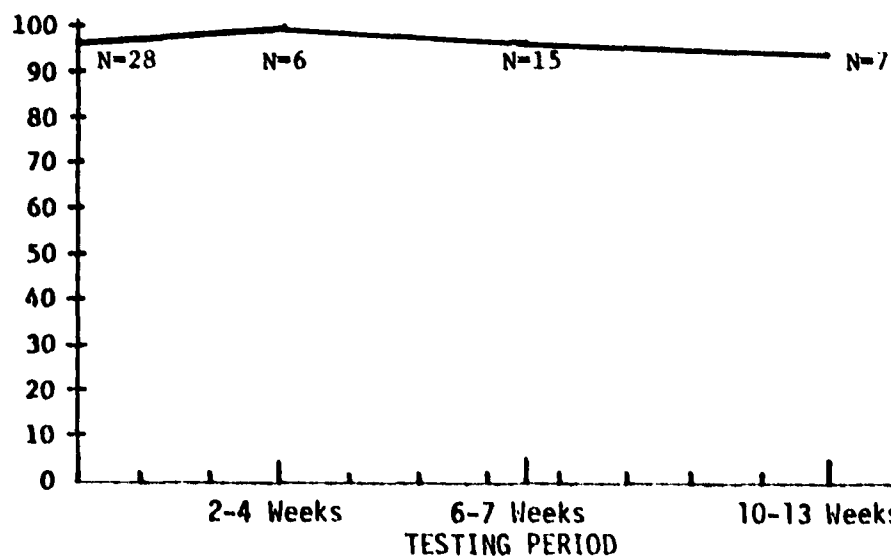
+70
+60
+50
+40 INCREASE
+30
+20
+10
0
-10
-20 DECREASE
-30
-40
-50

N=88
N=24
N=39
N=25
High

N=95
N=29
N=11
N=55
Low

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD

MEAN PERCENT OF TASK STEPS "GO"

100
90
80
70
60
50
40
30
20
10
0

N=24
N=39
N=88
N=25
High

N=95
N=29
Low
N=11
N=55

2-4 Weeks   6-7 Weeks   10-13 Weeks
TESTING PERIOD
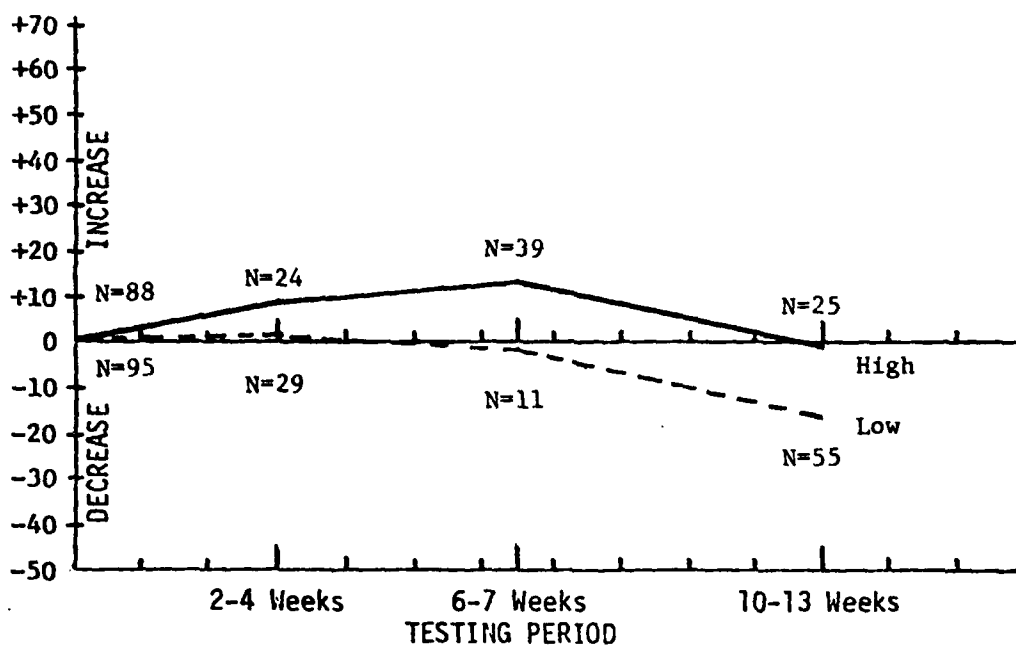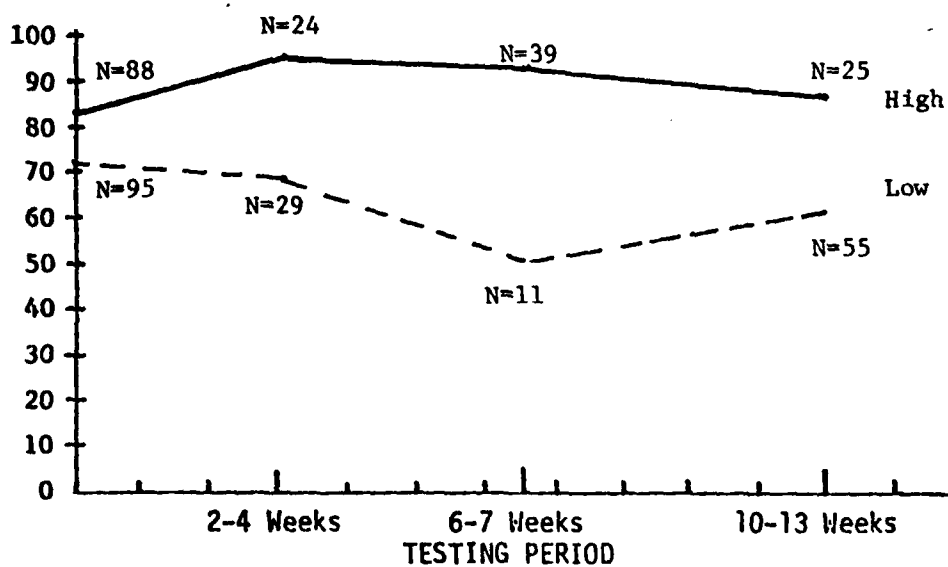
Figure 24. High and Low Task Performance Guidance
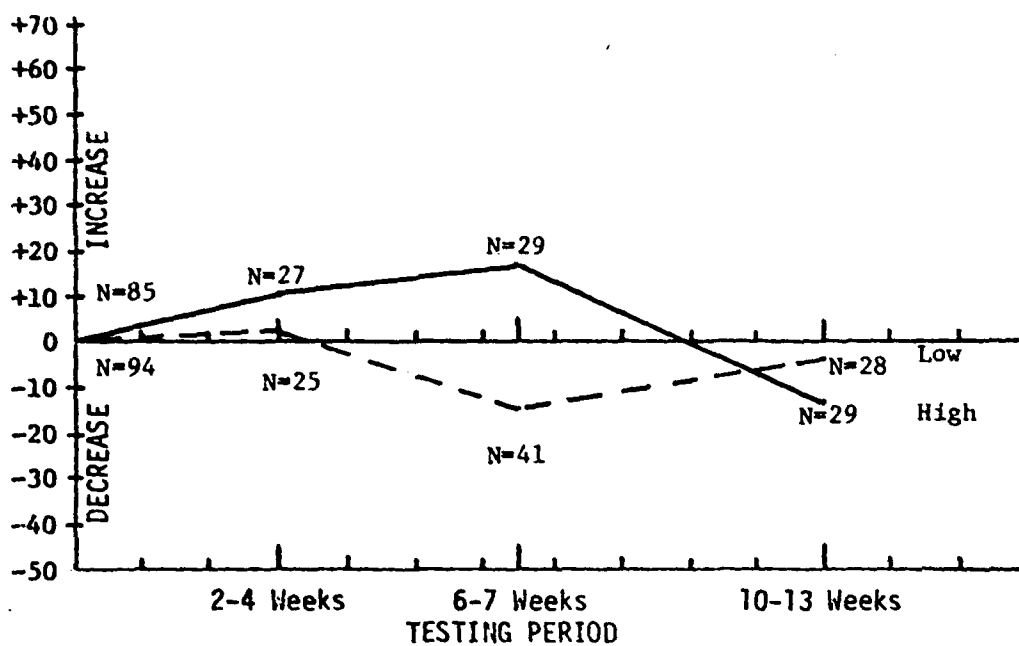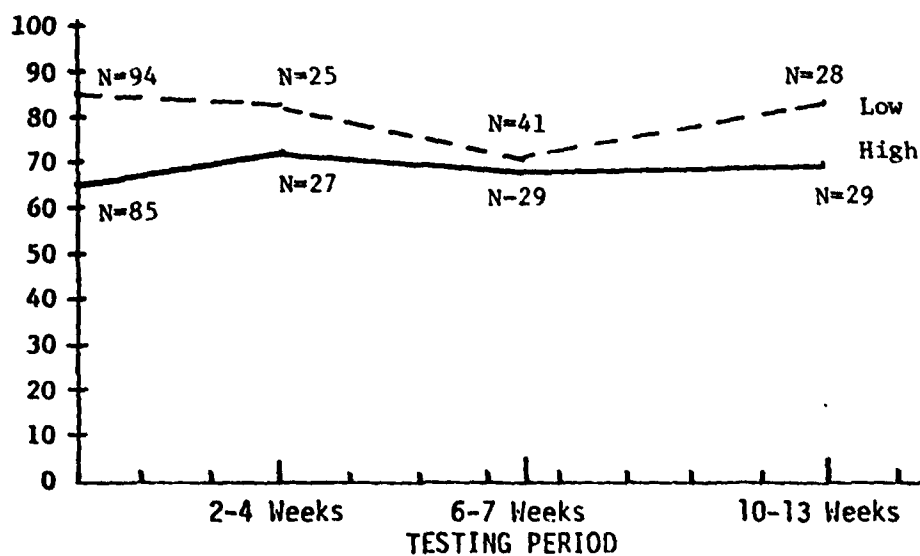
Figure 25. High and Low Task Difficulty

APPENDIX A

CHECKLISTS

Task A1

CHECKOUT SCORING DIRECTIONS

NAME_____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD_____ .

TRAINER _____

TASK: SELECT TEMPORARY BATTLEFIELD POSITION   NO: 071-11A-0704

NOTES TO TRAINER:

1. <u>Steps in order</u>. You should score each correctly done step GO even if the steps get out of order, but the task steps must be done as numbered before you can get a GO on the task. Notice that the last checklist item asks if all the steps were done in the correct order.

2. Do not let your men review the task standard since this will provide them with cues on how to perform the task during the checkout.

3. The TTP for the task, Temporary Battlefield Position, is being rewritten. In the meantime use this checkout as a guide for conducting your training on this task.

4. The term <u>best battlefield position</u> means the following priorities:

    a. The first one is that the temporary battlefield position provides <u>good</u> <u>observation</u> and <u>clear</u> fields of fire.

    b. The second one is that the position provides <u>protection</u> and <u>concealment</u>.

    c. The third one is that if good cover can't be found then a position which provides the <u>best concealment</u> should be taken.

5. <u>Revised conditions</u>: As a preparation to test your men, select five sites that could serve as temporary battlefield positions. Choose the sites so that they vary in the degree to which they fit the definition of the best battlefield position stated above. One position must clearly be better than any of the others.

DIRECTIONS TO SOLDIER:

Your task is to select and occupy a temporary battlefield position in this area that fits the task standard. Go over to the best one of the five positions marked with stakes. Get into your firing position and prepare for action.

START TIME: _____

		GO	NO GO
1.	Selected the best battlefield position from the alternatives available		
	o Assumes a prone or low profile position	__	__
	o Looks around, not over the objects which provides cover or concealment	__	__
2.	The soldier asks to have someone walk through his sector so he can check his observation and field of fire	__	__
3.	All steps performed in correct order	__	__

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____

TRAINER _____ .

TASK: USE CHALLENGE AND PASSWORD   NO: 071-11A-0801

NOTES TO TRAINER:

1.   Some steps in order: Some of the task steps must be done as numbered
in the checklist. The checklist will ask you to score for the correct
order when it is important for getting a GO, and the steps will be numbered.

2.   The checkout given here requires you to use only a single stranger
and a group of strangers (2 soldiers) who don't know the password.

3.   The need to disarm the strangers or group of strangers has been
removed from this checkout.

DIRECTIONS TO SOLDIER:

     Your task is to challenge personnel who may enter into your area
and to determine if they should be allowed to pass.

STARTING TIME: _____

SITUATION I. ONE STRANGER WHO IS ENTERING AREA

		GO	NO GO
1.	Commanded the stranger to "Halt", and covered the stranger with his weapon	—	—
2.	Asked, "Who is there?"	—	—
3.	After the person identified himself, he ordered the person to "Advance to be recognized"	—	—
4.	When the stranger was within two to three meters, again ordered him to "Halt"	—	—
5.	Issued the challenge	—	—
6.	Upon receiving an incorrect password, he detained the stranger	—	—

1

	GO	NO GO

7. After detaining the stranger, he notified
   immediate supervisor   __ __

● He maintained his cover while he performed
   all the above steps.   __ __

● All steps were performed in correct order.   __ __

FINISH TIME: _____

DIRECTIONS TO SOLDIER:

Your task is to challenge personnel who may enter into your area
and to determine if they should be allowed to pass.

STARTING TIME: _____

SITUATION II. A GROUP OF STRANGERS WHO ARE ENTERING AREA

	GO	NO GO

1. Commanded the group to "Halt" and covered
   the strangers with his weapon   __ __

2. Asked, "Who is there?"   __ __

3. After the leader of the group identified
   the group as "Friendly Patrol", ordered
   "Advance one man to be recognized"   __ __

4. After the leader advanced, issued the
   challenge   __ __

5. Upon receiving an incorrect password,
   detained the leader and the group   __ __

6. After detaining the leader and the group,
   he notified his immediate supervisor   __ __

● He maintained his cover while he performed
   all the above steps.   __ __

FINISH TIME: _____

● All steps were performed in correct order.   __ __

FEEDBACK: Discuss with the soldier the result of his performance.

2

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY_____ PLATOON _____ SQUAD _____

TRAINER _____

TASK: ESTIMATE RANGE   NO: 071-11A-0512

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the task steps in any order and still get a GO on the task.

2. Check the GO column if the recorded distance is within the low to high range limits that you wrote on your Scoring Guide.

DIRECTIONS TO SOLDIER:

Your task is to estimate the range or distance in meters for each object that I will show you. Any of your estimates that are more than 20% off will be scored NO GO.

Optional Direction: You should write your estimates on this sheet.

START TIME: _____

Object	Range Estimate (in meters)	GO	NO GO
a. Soldier, front	_____	—	—
b. Soldier, front	_____	—	—
c. Soldier, front	_____	—	—
a. Soldier, side	_____	—	—
b. Soldier, side	_____	—	—
a. Jeep, front	_____	—	—
b. Jeep, front	_____	—	—
a. Jeep, side	_____	—	—
b. Jeep, side	_____	—	—
c. Jeep, side	_____	—	—

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____

                                                      TRAINER _____

TASK: PERFORM OPERATOR'S MAINTENANCE ON   NO: 071-11A-0902
        FIELD TELEPHONES TA-1 or TA-312

SUBTASK: PERFORM OPERATOR'S MAINTENANCE ON   NO: C
          THE TA-312

NOTES TO TRAINER:

1. <u>Some steps in order</u>: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.

2. <u>Warning</u>: Do not let the soldier see the standards because they will tell him what to do for his checkout.

3. <u>Revised Standards</u>: The standards for this checklist were changed after the TTP/TTO were printed. Here are the new standards:

   <u>Standards</u>: (1) Clean for fungus or corrosion and record results of inspection on the DA Form 2404. (2) Operate all knobs and switches to insure proper operation. (3) Properly install the TA-312/PT to place in operating conditions. (4) Conduct an operational check with a distant operator.

4. <u>Revised conditions</u>: An installed operational TA-312/PT telephone set that is in need of cleaning, an assistant instructor to be the distant operator, with all knobs and switches placed on settings which are incorrect for operation, and the handset is placed off its cradle, have been added to the conditions.

DIRECTIONS TO SOLDIER:

   Perform operator's maintenance on this telephone set

STARTING TIME: _____

	GO	NO GO

1. Cleaned the telephone and filled out the DA
   DA Form 2404

   . case — —

   . panel — —

   . connector contacts — —

   . H-60/PT handset and cord — —

   . battery compartment (remove batteries) — —

   . binding posts — —

   . filled out DA Form 2404 as necessary
   here and later on during the operational
   checkout — —

2. Turned the knobs and switches

   . volume knob — —

   . int-ext switch — —

   . circuit selector switch — —

   . handset "press-to-talk" switch — —

   . handcrank — —

3. Properly installed

   . int-ext switch set at Int — —

   . selector switch set at LB — —

   . BA-30 batteries are in place — —

   . H-60/PT handset seated in cradle — —

   . volume knob to "loud" position — —

4. Operationally checked

   a. Turned handcrank — —

   b. Removed handset from cradle and
   listened for operator — —

   c. After the distant operator replies,
   he presses the "press-to-talk" switch
   and says, "I hear you loud and clear." — —

2

NO
                                                   GO   GO

QUESTIONS TO THE SOLDIER:

    . How often do you fill out DA Form 2404?

    ANSWER: Whenever the unit is inspected or
    used for the first time each day; or
    whenever it is found to need repairing.   —   —

    . How do you know when an operator is
       trying to contact you?

    ANSWER: The buzzer on the telephone
    sounds off.   —   —

FINISH TIME: _____

FEEDBACK: Discuss the results of this checkout with the soldier.

SUBTASK: PERFORM OPERATOR'S MAINTENANCE   NO: D
         ON THE TA-1

NOTES TO TRAINER:

1. <u>Some steps in order</u>: Some of the subtask steps must be done as
numbered in the checklist. The checklist will ask you to score for
the correct order when it is important for getting a GO.

2. <u>Warning</u>: Do not let the soldier see the standards because they
will tell him what to do for his checkout.

3. <u>Revised standards</u>: The standards for this checklist were changed
after the TTP/TTO were printed. Here are the new standards:

   <u>Standards</u>: (1) Clean for fungus or corrosion and record
   results of the inspection on the DA Form 2404. (2) Operate
   knob, switches, and line binding posts. (3) Properly install
   the TA-312/PT to place in operating condition. (4) Conduct
   an operational check with a distant operator.

4. <u>Revised conditions</u>: An installed operational TA-1 telephone set
that is in need of cleaning, an assistant instructor to be the distant
operator, volume knob in a position other than LOUD, and the binding
posts disconnected from the telephone wire, have been added to the
conditions.

DIRECTIONS TO SOLDIER:

   Perform operator's maintenance on this telephone set.

START TIME: _____

	GO	NO GO
1. Cleaned the telephone and filled out the DA Form 2404		
. case	—	—
. line binding posts	—	—
. telephone cord	—	—
. visual signal indicator	—	—
. handset	—	—
. filled out DA Form 2404 as necessary here and later on during the operational checkout	—	—

4

	GO	NO GO

2. Turned the knob and switches

  . volume knob   — —

  . PRESS-TO-TALK switch   — —

  . generator switch   — —

3. Properly installed

  . telephone wires connected to binding posts   — —

  . volume control set to LOUD position   — —

  . visual signal indicator reset   — —

  . PRESS-TO-TALK switch not pressed   — —

4. Operationally checked

  . depressed generator switch   — —

  . listened for distant operator   — —

  . after distant operator replied, pressed the PRESS-TO-TALK switch and said, "I hear you loud and clear."   — —

QUESTIONS TO THE SOLDIER:

  . How often do you perform preventive maintenance on the TA-1?

    ANSWER: daily   — —

  . How do you know when an operator is trying to contact you?

    ANSWER: The visual signal indicator shows white luminous markings and you can hear the buzzer   — —

FINISH TIME: _____

FEEDBACK: Discuss with the soldier the results of this checkout.

5

Task B1
CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____

TASK: DESCRIBE THE ENGAGEMENT OF ENEMY ARMORED   NO: 071-11B-0805
       VEHICLES BY INDIVIDUAL (M16A1, M203) AND
       CREW-SERVED (M60) WEAPONS

NOTES TO TRAINER:

   Steps in any order: The soldier may do the task steps in any order
and still get a GO.

STARTING TIME: _____

PART I: General Techniques of Engaging Enemy Vehicles

DIRECTIONS TO SOLDIER:

   What three techniques would you use to engage enemy armored vehicles?

	GO	NO GO
● Fire at the vehicle to make it button up	__	__
● Blind the enemy crew by:		
. firing at the vision ports	__	__
. exploding smoke grenades	__	__
. throwing mud in the vision ports	__	__
● Attack any of the vulnerable parts of an armored vehicle	__	__

1

PART II: How to Attack the Vulnerable Points of Tanks

DIRECTIONS TO SOLDIER:

Tell me the parts of a tank that are most vulnerable to attack and
how to attack them.

	GO	NO GO
● The engine compartment. Place an incendiary device over engine air intake.	—	—
● The suspension system. Use explosives to break the track or use a log between road-wheels or support rollers to slow or disable tank.	—	—
● The Mounted Fuel Tanks. Fire M60 AP or M203 AT rounds at rear or side mounted fuel tanks.	—	—
● The Underside. Fire M60 AP or M203 rounds at the underside of a tank.	—	—

PART III: How to Attack the Vulnerable Points of an APC

DIRECTIONS TO SOLDIER:

Tell me the parts of an APC that are most vulnerable to attack and
how to attack them.

	GO	NO GO
● The Fuel Cells. Fire at the rear of the APC to rupture fuel cells; use M60AP or M203 AT rounds.	—	—
● The Sides. Fire at the sides of APC with M60 AP or M203 AT rounds.	—	—
● The Underside. Fire at the underside of an APC with M60 AP or M203 rounds.	—	—

2

PART IV: Deadspaces

Ask the soldier the following two questions:

- What is meant by the visual deadspace of a
  tank or APC?

	GO	NO GO

    ANSWER--The area close to the enemy
    vehicle that the enemy crew can't see.   —   —

- What is meant by the weapons deadspace?

    ANSWER--The area close to the vehicle
    that the enemy can't hit with their
    weapons.   —   —

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task B2

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____.

                                            TRAINER _____

TASK: OPERATE M203 GRENADE LAUNCHER   NO: 071-11A-2102

NOTES TO TRAINER:

    Steps in order: You should score each correctly done step GO, even
if the task steps get out of order, but the task steps must be done as
numbered before you can give the soldier a GO on the task. Notice that
the last checkout item asks if all steps were done in the correct order.

DIRECTIONS TO SOLDIER:

    Within two minutes: Properly load, unload, and clear the M203
Grenade Launcher.

START TIME: _____

		GO	NO GO
1.	Load the launcher		
	a. Depress the barrel latch on the launcher	—	—
	b. Slide the barrel forward all the way	—	—
	c. Place the launcher on SAFE	—	—
	d. Place the M16A1 rifle on SAFE	—	—
	e. Insert a round into the barrel	—	—
	f. Slide barrel rearward, locking it to the breech	—	—
	g. Check to see if launcher is still on SAFE. If it is not on SAFE, place it on SAFE.	—	—

1

	GO	NO GO

2. Unload the launcher

   a. Place launcher on SAFE (M16 rifle is already on SAFE) — —

   b. Depress the barrel latch on the launcher — —

   c. Slide the barrel all the way forward. The round will automatically eject. — —

   d. Catch the round as it falls out — —

   e. Slide barrel rearward locking it to the breech — —

   f. Check to see if launcher is on SAFE. If it is not on SAFE, place it on SAFE. — —

3. Clear the launcher

   a. Depress the barrel latch — —

   b. Slide the barrel forward — —

   c. While keeping the muzzle pointed down range, make sure that there is no cartridge or round in the barrel.

     . If visibility is good, look into the breech — —

     . If visibility is poor, feel the breech — —

   d. Slide barrel rearward locking it to the breech — —

FINISH TIME: _____

Were steps performed in order? — —

Was checkout completed within two minutes? — —

FEEDBACK: Discuss with the soldier the results of his performance.

2

Task B3

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____

TRAINER _____ .

TASK: IDENTIFY A VEHICLE AS BEING EITHER   NO: 071-11A-0806
        FRIENDLY OR THREAT

NOTES TO TRAINER:

1. <u>Steps in any order</u>: The soldier may do the task steps in any order and still get a GO on the task.

2. Squad members may write their answers on their own checkout Scoring Guide. However, you may wish to give this checkout orally to the squad as a whole or to individual squad members.

3. An answer guide to help you score this checkout will be provided.

DIRECTIONS TO SOLDIER:

   Look at each picture and then decide whether the picture shows a <u>friendly</u> or <u>unfriendly</u> vehicle or weapon. Use checkmarks (✓) to give your answers.

START TIME: _____

<div align="right">
GO   NO
     GO
</div>

1.

Friendly ____   Enemy ____   ___ ___

1

1.
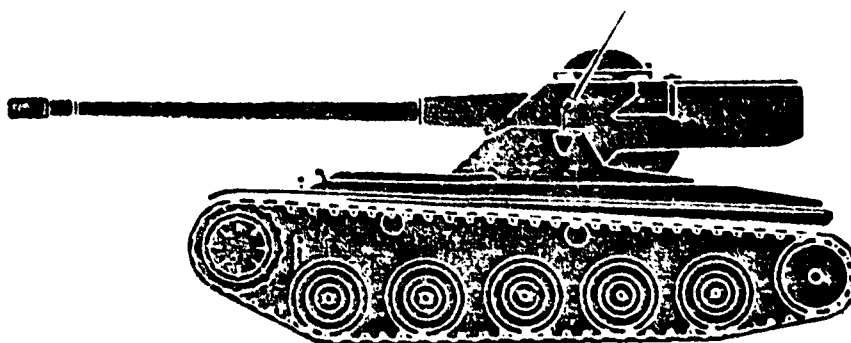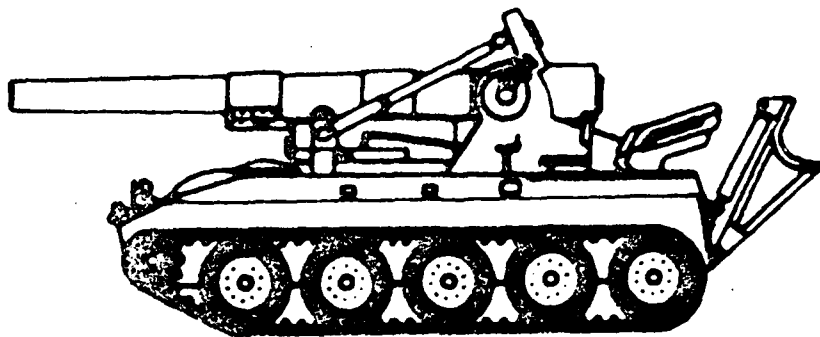
Friendly _____   Enemy _____   _____ _____

3.
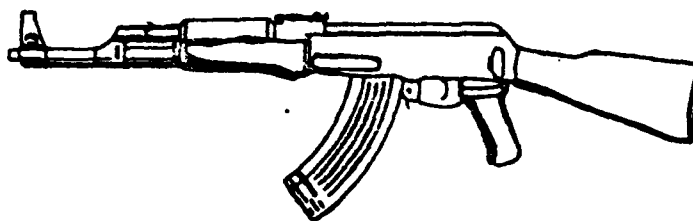
Friendly _____   Enemy _____   _____ _____

4.
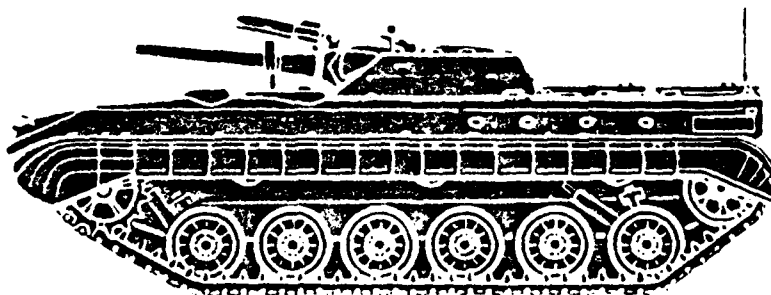
Friendly _____   Enemy _____   _____ _____

5.
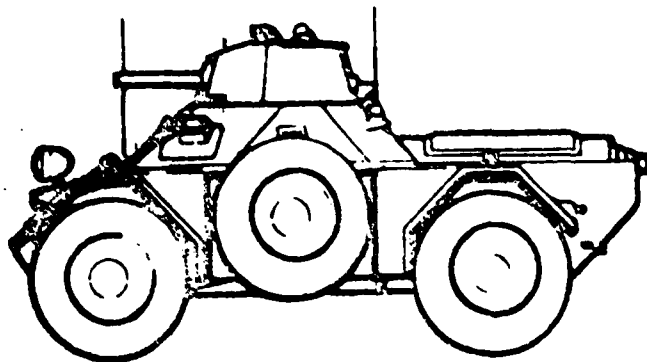
Friendly ____   Enemy ____   ___ ___

6.
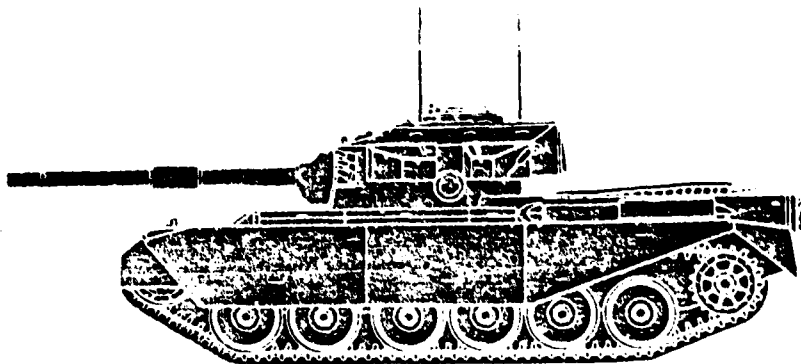
Friendly ____   Enemy ____   ___ ___

7

Friendly ____   Enemy ____   ___ ___

3

8.
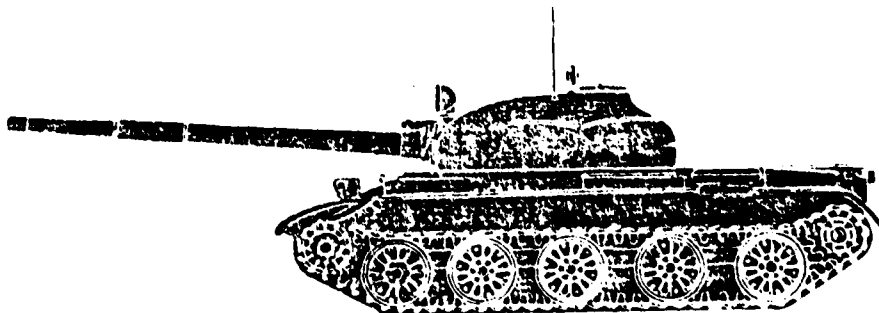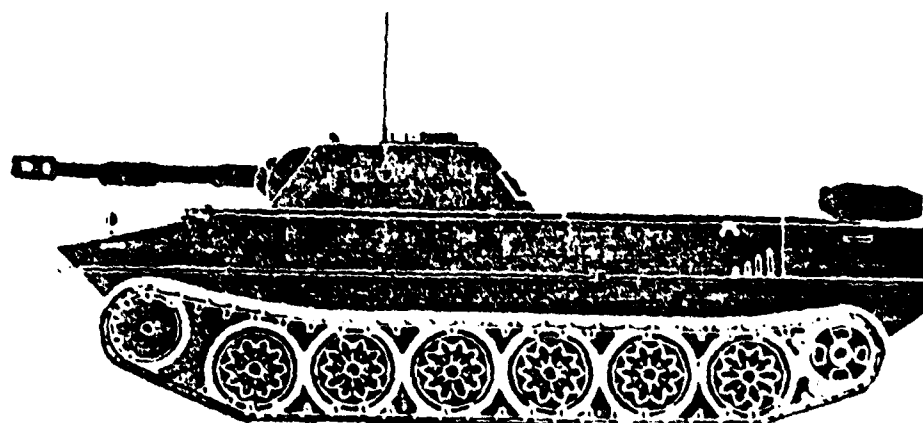
Friendly ____   Enemy ____

9.

Friendly ____   Enemy ____

10.
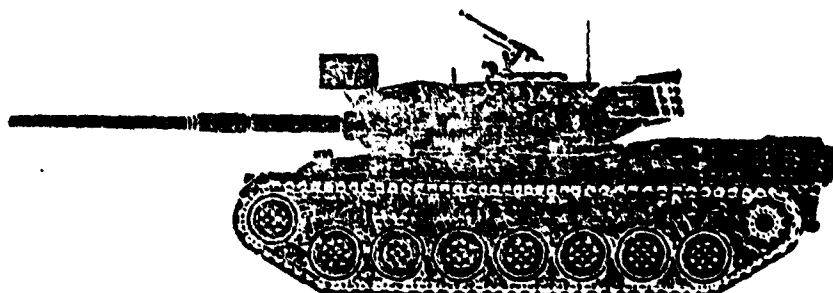
Friendly ____   Enemy ____

11.

GO   NO GO

2   1
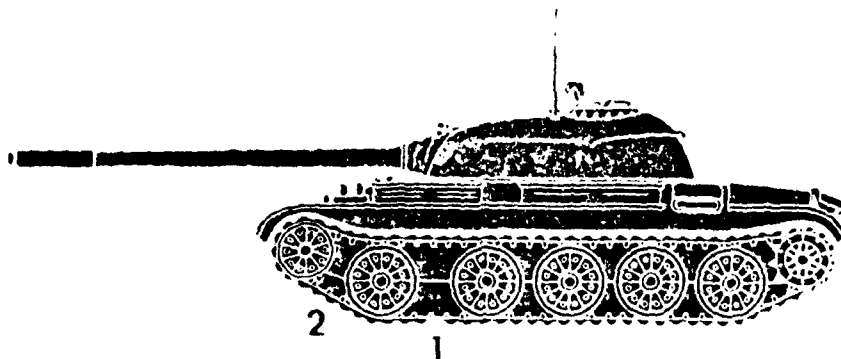
Friendly ____   Enemy ____   __ __

12.
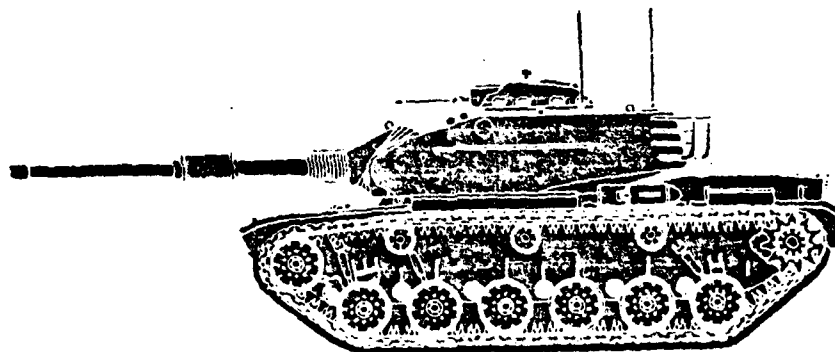
Friendly ____   Enemy ____   __ __

13.
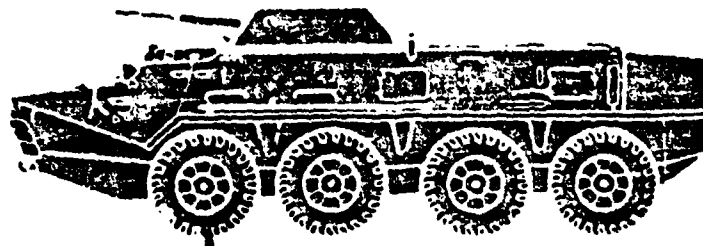
Friendly ____   Enemy ____   __ __

14.

Friendly ____   Enemy ____

____ ____
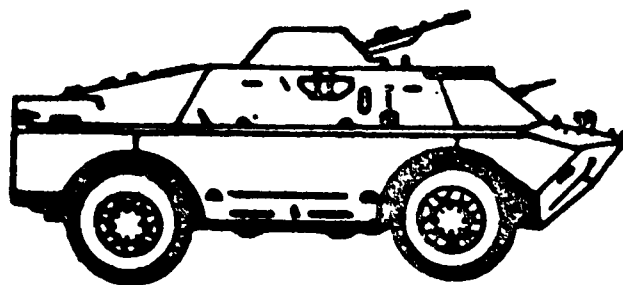
15.
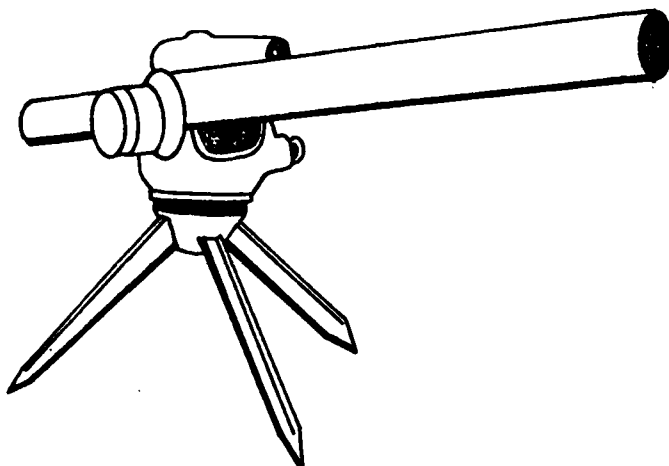
Friendly ____   Enemy ____

____ ____

16.

Friendly ____   Enemy ____

____ ____

6

17.
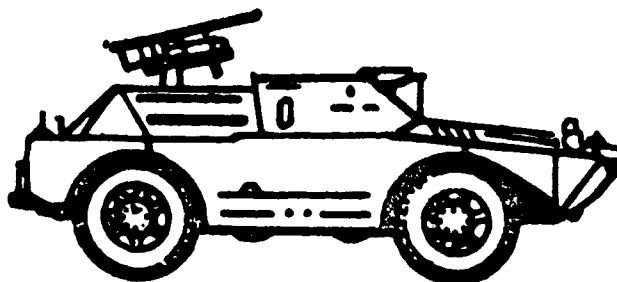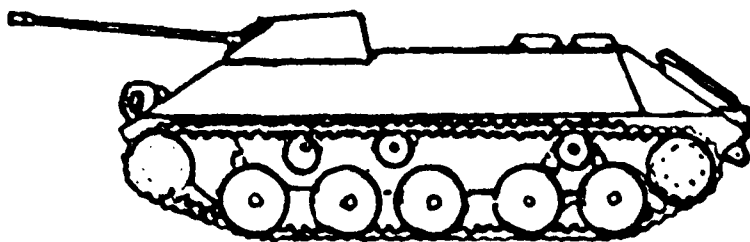
Friendly ____   Enemy ____   ____ ____

18.
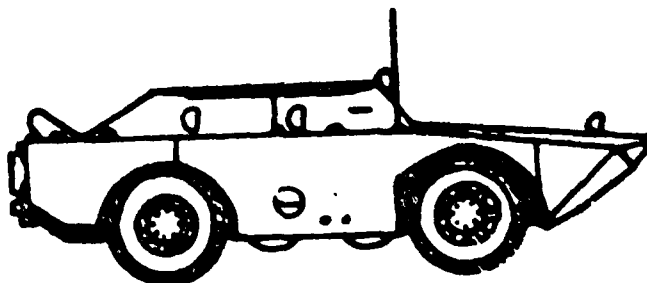
Friendly ____   Enemy ____   ____ ____

19.

Friendly ____   Enemy ____   ____ ____

20
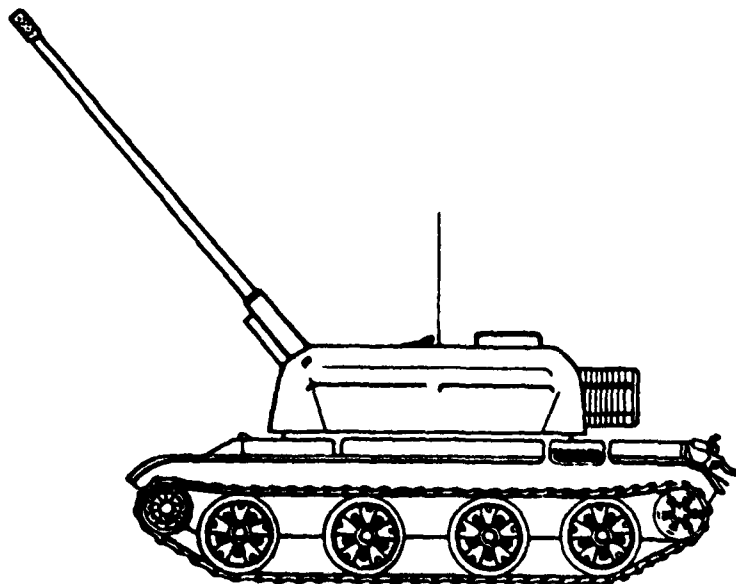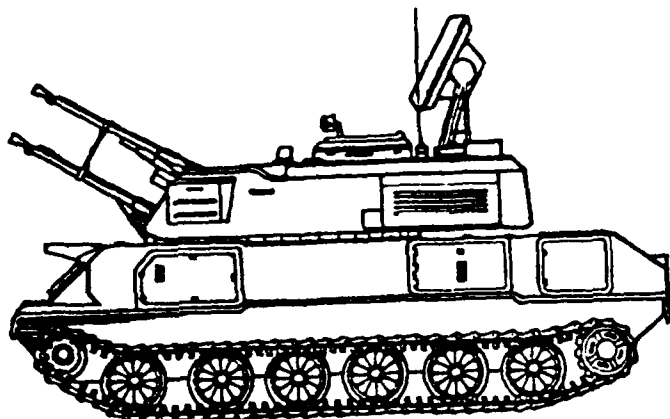
Friendly _____   Enemy _____   __ __

21.
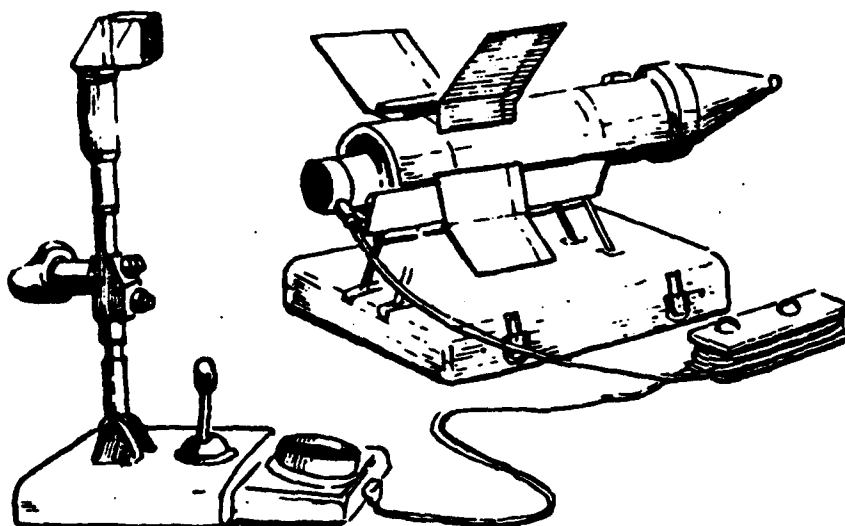
Friendly _____   Enemy _____   __ __

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task B4

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____ .

TRAINER _____

TASK: APPLY FOUR LIFE SAVING MEASURES   NO: 071-11A-0001

SUBTASK: APPLY LIFE SAVING MEASURE ONE - OPEN
          AIRWAY: RESTORE BREATHING AND HEARTBEAT   NO: A

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO even
if the steps get out of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

2. Warning: Do not let soldier see the standards because they give
clues to the soldier's performance checkout.

DIRECTIONS TO SOLDIER:

    This soldier (mannequin) is unconscious, not breathing, and has no
heartbeat. Within 20 seconds, apply proper first aid to save his life.

START TIME: _____

STEPS TO BE SCORED:

		GO	NO GO
1.	Place soldier on his back on a solid surface	—	—
2.	Lift jaw using thumb jaw lift or two-hand jaw lift	—	—
3.	Administer combined heart massage with artificial respiration		
	a. Administer 15 heart compressions (at rate of 80 compressions per minute)	—	—
	b. Followed by two very quick but full lung inflations	—	—

1

NO
                                              GO   GO

FINISH TIME: _____

    Were task steps 1 and 2 completed and task
    step 3 started within 20 seconds?   __   __

    Were all steps performed in the correct order? __   __

FEEDBACK: Discuss with the soldier the results of his performance checkout.

TASK: APPLY FOUR LIFE SAVING MEASURES   NO: 071-11A-0001

SUBTASK: APPLY LIFE SAVING MEASURES TWO AND THREE -
          STOP THE BLEEDING: PROTECT THE WOUND   NO: B

NOTES TO TRAINER:

   Steps in order: You should score each correctly done step GO even
if the steps get out of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

DIRECTIONS TO SOLDIER:

   This soldier (mannequin) has a leg wound around the knee and the
blood is spurting out. Within four minutes, apply proper first aid.

START TIME: _____

STEPS TO BE SCORED:

		GO	NO GO
1.	Cut clothing away	—	—
2.	Cover wound with first aid dressing	—	—
3.	Apply pressure to the wound by using bandage strips attached to the dressing	—	—
4.	Elevate the wound	—	—
5.	Apply hand pressure to stop bleeding	—	—

TRAINER PROMPT:

   The wound is still bleeding. Apply additional first aid.

6.	Apply tourniquet around limb--between wound and body trunk--2 to 4 inches above injury	—	—
7.	Place tourniquet over trouser leg to prevent skin from being pinched	—	—
8.	Tighten tourniquet	—	—
9.	Check pulse of affected limb below tourniquet	—	—
10.	Make a "T" on the soldier's forehead	—	—

```
                                                              NO
                                                       GO     GO

FINISH TIME:  _____

      Was the task completed within four minutes?      __     __

      Were all steps performed in the correct order?   __     __

FEEDBACK:  Discuss with the soldier the results of his performance checkout.
```

4

TASK: APPLY FOUR LIFE SAVING MEASURES   NO: 071-11A-0001

SUBTASK: APPLY LIFE SAVING MEASURE FOUR -
         PREVENT SHOCK   NO: C

NOTES TO TRAINER:

    <u>Steps in any order:</u> The soldier may do the subtask steps in <u>any</u>
order and still get a GO on the subtask.

DIRECTIONS TO SOLDIER:

    This casualty is going into shock. Treat him with proper first aid.
After you have treated the casualty I will ask you questions about shock.

START TIME: _____

	GO	NO GO
● Loosen tight clothing	—	—
● Lay soldier on his back	—	—
● Elevate feet 6 to 8 inches	—	—
● Wrap soldier in poncho	—	—
● Reassure soldier	—	—
● Name seven early signs of shock.		
ANSWER: Restlessness	—	—
Thirst	—	—
Pale skin	—	—
Rapid heartbeat	—	—
Excitedness	—	—
Calm, appearing very tired	—	—
Sweating though skin is cool and clammy	—	—
● Name the three signs of advanced shock.		
ANSWER: Breathing in small, fast breaths or gasps	—	—

	GO	NO GO
Staring into space	—	—
Skin appears blotchy or bluish, especially around the lips and mouth	—	—

FINISH TIME: _____

— FEEDBACK: Discuss with the soldier the results of his performance checkout.

Task C1
CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____.

TASK: OPERATE AN M60 MACHINEGUN   NO: 071-11B-3001

SUBTASK: LOAD AND FIRE AN M60 MACHINEGUN   NO: A

NOTES TO TRAINER:

Steps in order: You should score each correctly done step GO, even
if the steps get out of order, but the subtask steps must be done as
numbered before you give the soldier a GO on the subtask. Notice that the
last checklist item asks if all steps were done in the correct order.

DIRECTIONS TO SOLDIER:

Load your weapon within five seconds. Then fire it. I will tell
you when to start.

START TIME: _____

		GO	NO GO
1.	Place the safety on FIRE	—	—
2.	Put the bolt to the rear? (Palm of hand must be up on the cocking handle.)	—	—
3.	Return the cocking handle to the foremost position	—	—
4.	Place the safety on SAFE	—	—
5.	Raise the cover; place the first round in the feedtray groove, and close the cover	—	—
6.	Place the safety on FIRE	—	—
7.	Aim at the target and pull the trigger	—	—

FINISH TIME: _____

1

o Ask the soldier, "After you place the safety on SAFE and raise the
  cover, what do you check and why?"

  ANSWER: The feedtray, receiver, and chamber to make sure they are
  clear.

o All steps were performed in correct order.   YES___ NO___

o Were task steps 1 through 6 performed within five seconds? YES ___ NO___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: REDUCE A STOPPAGE ON AN M60 MACHINEGUN   NO: B

NOTES TO TRAINER:

1.   Steps in order: You should score each correctly done step GO, even
if the steps get out of order, but the subtask steps must be done as .
numbered before you give the soldier a GO on the subtask. Notice that the
last checklist item asks if all steps were done in the correct order.

2.   For this checkout include two dummy rounds, one after the other, in
the linked, caliber 7.62 MM blank ammunition.

3.   In step 4, Situation I, the soldier will not be able to fire due to
the second dummy round. Give him a GO if he "aims and attempts to fire."

4.   Trainer Prompt: Following step 2, Situation II, a prompt is given
the soldier so that he can take the action necessary to clear the jam when
nothing is ejected. What should happen is the dummy round will actually
eject.

5.   Trainer Prompt: Following step 5, Situation II, a prompt is given the
soldier so that he can continue with the steps necessary to clear a jam
when nothing is ejected. Remember that there is actually nothing in the
chamber.

6.   In step 8, Situation II, the soldier will not be able to fire due to
the empty chamber. Give him a GO if he aims and attempts to fire.

7.   Trainer Prompt: In step 4, Situation III, remember that the soldier
is using blanks with a blank adapter and therefore the barrel will be clear.

DIRECTIONS TO SOLDIER:

     Fire your M60 until it jams. Clear the jam and continue firing.

Situation I. If a round, brass, or link is ejected

START TIME: _____

	GO	NO GO
1. Pull the cocking handle to the rear	—	—
2. Observe the ejected round, brass, or link	—	—
3. Return handle to forward position	—	—
4. Aim at target and fire	—	—

3

FINISH TIME: _____

Was the task performed within 10 seconds: YES __ NO __

All steps were performed in correct order.   YES __ NO __

DIRECTIONS TO SOLDIER:

You have a second jam. Clear this jam and continue firing.

Situation II. If nothing is ejected

STARTING TIME: _____

	GO	NO GO
1. Pull the cocking handle to the rear	—	—
2. Observe for ejected round, brass or link	—	—

Trainer Prompt: Tell the soldier to simulate that nothing ejected.

	GO	NO GO
3. Place the weapon on "SAFE," keeping the handle to the rear.	—	—
4. Open the cover and remove the linked ammunition.	—	—
5. Inspect the chamber (round should be in the chamber)	—	—

Trainer Prompt: Tell the soldier to simulate that a round is in the chamber.

	GO	NO GO
6. Close the cover.	—	—
7. Move the safety to "FIRE"	—	—
8. Aim and fire	—	—

FINISH TIME: _____

All steps were performed in correct order.   YES___   NO___

5

DIRECTIONS TO THE SOLDIER:

You have an unejected round in the chamber. Clear the jam and continue firing.

Situation III. If an unejected round or cartridge is in the chamber •

START TIME:_____

NOTE: The soldier should be waiting for the barrel to cool (about 15 minutes). The trainer should ask the soldier, "What are you waiting for?" If the soldier says:

		GO	NO GO
1.	I am waiting for the barrel to cool	—	—
2.	How long do you wait for the barrel to cool?		
	ANSWER: 15 minutes	—	—

Trainer Prompt: Tell the soldier to simulate that the 15 minutes have passed and to continue with clearing the jam.

		GO	NO GO
3.	Unload and clear the weapon	—	—
4.	Remove barrel	—	—
5.	Remove the cartridge or round	—	—

Trainer Prompt: Tell the soldier to simulate removing cartridge or round.

		GO	NO GO
6.	Reload the weapon	—	—
7.	Aim and fire	—	—

FINISH TIME: _____

o All steps were performed in correct order.   YES___ NO___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: UNLOAD AND CLEAR AN M60 MACHINEGUN   NO: C

NOTES TO TRAINER:

   Steps in order: You should score each correctly done step GO, even
if the steps get out of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

DIRECTIONS TO SOLDIER:

   Unload and clear your M60 machinegun. You have five seconds to do
this. I will tell you when to start.

STARTING TIME: _____

		GO	NO GO
1.	Place safety on "FIRE"	—	—
2.	Put bolt to the rear; return cocking handle to foremost position	—	—
3.	Place safety on "SAFE"	—	—
4.	Unlock and raise cover; remove any ammunition or links from the feedtray	—	—
5.	Raise feedtray and inspect chamber to insure it is clear	—	—
6.	Close and lock cover	—	—
7.	Place safety on "FIRE"	—	—
8.	Pull cocking handle to the rear, then pull trigger and ease bolt forward with the cocking handle	—	—
9.	Place safety on "SAFE"	—	—

FINISH TIME:_____

Was task performed within five seconds?   YES___ NO___

All steps were performed in correct order.   YES___ NO___

FEEDBACK: Discuss results of the checkout with the soldier.

SUBTASK: MOUNT AND DISMOUNT AN M60 MACHINEGUN   NO: D

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO, even
if the steps get out of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

2. This checkoff will be divided into Situation I: Mount the M60
Machinegun and Situation II: Dismount the M60 Machinegun.

DIRECTIONS TO SOLDIER:

     Mount your M60 machinegun onto your M122 tripod. Then, dismount
all that you mounted.

Situation I: Mount the M60 Machinegun

START TIME: _____

		GO	NO GO
1.	Rest rear tripod shoes on ground	—	—
2.	Raise front leg of tripod	—	—
3.	Separate two rear tripod legs	—	—
4.	Place tripod on ground	—	—
5.	Insure sleeve latch engages sleeve	—	—
6.	Mount M60 machinegun to the tripod	—	—

	GO	NO GO

7. Attach traversing and elevation
    mechanism by:

    . Placing the mounting plate recess on
      the rear of the mounting plate and
      pushing it forward   ___ ___

    . Lowering the gun and placing the
      traversing slide on the travers-
      ing bar and locking it into
      position   ___ ___

FINISH TIME: _____

o All steps were performed in correct order.   YES___ NO___

DIRECTIONS TO SOLDIER:

    Dismount all that you mounted

Situation II: Dismount the M60 Machinegun

START TIME: _____

1. Detach traversing and elevating
    mechanism by:

    . Unlocking the traversing slide from
       the traversing bar and raising gun   ___ ___

    . Moving the mounting plate recess
       back to the rear of the mounting
       plate   ___ ___

2. Release platform latch and raise rear
    of gun   ___ ___

3. Release front locating pin in forearm
    assembly of the gun from the front
    mounting lug of the gun platform   ___ ___

	GO	NO GO

4. Unlock pintle and platform group from pintle bushing   GO — NO GO —

5. Disengage sleeve latch from sleeve   GO — NO GO —

6. Collapse two rear tripod legs   GO — NO GO —

7. Raise front leg of tripod   GO — NO GO —

8. Remove rear tripod shoes from ground   GO — NO GO —

FINISH TIME: _____

All steps were done in correct order.   YES___ NO___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: CHANGE BARREL OF AN M60 MACHINEGUN   NO: E

NOTES TO TRAINER:

1.   <u>Some steps in order:</u> Some of the subtask steps must be done as
numbered in the checklist. The checklist will ask you to score for the
correct order when it is important for getting a "GO".

2.   Have a training assistant do the job of the assistant gunner.

3.   The soldier who is getting checked out will do the gunner's job. He
should be scored, GO, or NO GO on both Part I and Part II.

4.   For this checkout there will be no loading and firing of the M60
machinegun.

Part I.   <u>Gunner's Role in Changing the Barrel</u>

DIRECTIONS TO SOLDIER:

        You are the gunner and need to help change the barrel. I will tell
you when to start.

STARTING TIME: _____

		GO	NO GO
1.	Gunner lowers the stock and places the safety on "SAFE"	—	—
2.	Gunner raises the barrel lock level with his right hand	—	—
3.	Gunner moves right hand to rear and places it on top of stock	—	—
4.	Gunner places left hand under rear of forearm assembly and raises muzzle of gun	—	—
	. Assistant gunner grabs barrel by the gas system and removes it		
	. Assistant gunner places barrel with barrel socket down on the spare barrel		
	. Assistant gunner grabs replacement barrel by the gas system and inserts into forearm assembly		

11

	GO	NO GO
5. Gunner lowers barrel lock level, moves safety to "FIRE" position, and assumes correct firing position	—	—

FINISH TIME: _____

o All Steps were performed in correct order. — —

Part II. Questions to the Gunners

DIRECTIONS TO SOLDIER:

I am now going to ask you some questions about firing rates and when you need to change the barrel.

STARTING TIME: _____

	GO	NO GO
o How often do you change the barrel when you fire at the:		
. sustained rate ANSWER: Every 10 minutes	—	—
. rapid rate ANSWER: Every two minutes	—	—
. cyclic rate ANSWER: Every minute	—	—
o What is the definition of:		
. "sustained rate of fire" ANSWER: 100 rounds per minute in bursts of 6 to 9 rounds at 4 to 5 second groups	—	—
. "rapid rate of fire" ANSWER: 200 rounds per minute in bursts of 6 to 9 rounds at 2 to 3 second groups	—	—
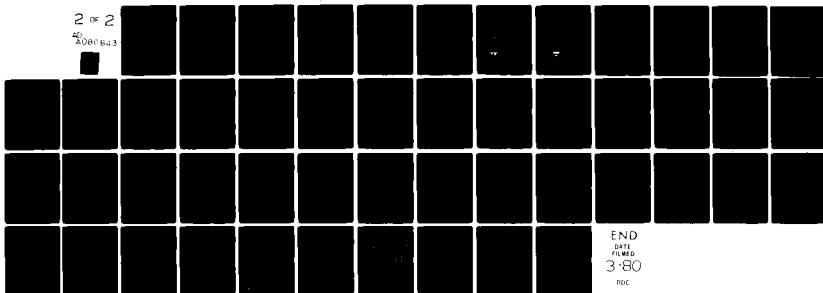
. "cyclic rate of fire"
ANSWER: The maximum amount of ammunition
which can be expended by continuously
firing the weapon for 1 minute -
approximately 550 rounds per minute

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____ •

TASK: IDENTIFY NBC HAZARDS   NO: 071-11A-0153

SUBTASK: IDENTIFY NBC ALARMS   NO: A

NOTES TO TRAINER:

1. <u>Steps in any order</u>: The soldier may do the subtask steps in any order and still get a GO on the subtask.

2. This checkout is in the form of a written test. However, if you wish, you can give this test orally to your entire squad or to individual squad members.

3. An answer guide to help you score this checkout will be provided.

DIRECTIONS TO SOLDIER:

I will give you a list of NBC alarms. Each alarm signals a type of attack (nuclear, chemical, or biological). You will write down (tell me) the type of attack.

STARTING TIME: _____

			GO	NO GO
1.	You hear the words "Gas" or "Spray"			
	ANSWER: _____ .		—	—
2.	You hear the word "Fallout"			
	ANSWER: _____		—	—
3.	You hear the words "Bio" or "Insects"			
	ANSWER: _____		—	—
4.	You hear a loud clanging of metal against metal.			
	ANSWER: _____		—	—

FINISH TIME: _____ .

FEEDBACK: Discuss the results of this checkout with the soldier.

1

SUBTASK: IDENTIFY NBC SYMPTOMS   NO: B

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the subtask steps in any   ·
order and still get a GO on the subtask.

2. This checkout is in the form of a written test. However, if you wish,
you can give this test orally to your entire squad or to individual squad
members.

DIRECTIONS TO SOLDIER:

    Here is a list of symptoms of NBC agents. You are to state the
agent that goes with each symptom.

STARTING TIME: _____

		GO	NO GO
1.	Pupils of eyes pinpointed		
	ANSWER:_____	—	—
2.	Blindness (temporary)		
	ANSWER:_____	—	—
3.	Slowing of mental and physical activity		
	ANSWER:_____	—	—
4.	Loose bowel movement (diarrhea)		
	ANSWER:_____	—	—
5.	Throat irritation		
	ANSWER:_____	—	—
6.	Inflammed eyes		
	ANSWER:_____	—	—
7.	Painful coughing		
	ANSWER:_____	—	—

		GO	NO GO

8. Heavy sweating

    ANSWER:_____

    — —

9. Pale, cold, clammy skin

    ANSWER:_____

    — —

10. Pink colored skin

    ANSWER:_____

    — —

11. Involuntary urination and defecation

    ANSWER:_____

    — —

12. Drowziness

    ANSWER:_____

    — —

13. Skin twitches

    ANSWER:_____

    — —

FINISH TIME:_____

FEEDBACK; Discuss the results of this checkout with the soldier.

3

SUBTASK: IDENTIFY NBC ATTACKS   NO: C

NOTES TO TRAINER:

1. <u>Steps in any order</u>: The soldier may do the subtask steps in any
order and still get a GO on the subtask.

2. This checkout is in the form of a written test. However, if you
wish, you can give this test orally to your entire squad or to
individual squad members.

DIRECTIONS TO SOLDIER:

     Here is a list of NBC attack situations. You are to write down
(tell me) the type of attack, (nuclear, chemical, biological) that goes
with each attack situation.

STARTING TIME: _____

		GO	NO GO

1. Threat aircraft spraying

    ANSWER: _____   __ __

2. See people who are acting confused
    or ill

    ANSWER:_____   __ __

3. Not sure as to where food and water
    came from

    ANSWER:_____   __ __

4. A mushroom-shaped cloud or a very tall,
    thick column of smoke rising suddenly

    ANSWER: _____   __ __

5. A low cloud of smoke, gas, mist or
    droplets

    ANSWER:_____   __ __

4

6. A very bright blast

   ANSWER: _____   — —

7. See unusual oily substance in plants,
   equipment, and on the ground

   ANSWER: _____   — —

8. See people wearing or putting on masks

   ANSWER: _____   — —

9. See soldiers suddenly seeking overhead
   cover without masking

   ANSWER: _____   — —

10. Munition landing nearby, the explosion
    causing a cloud of smoke

    ANSWER: _____   — —

11. A "rain" of dusty or sooty material

    ANSWER: _____   — —

12. Swarm of insects

    ANSWER: _____   — —

13. See a low cloud of smoke, gas, mist
    or droplets.

    ANSWER: _____   — —

FINISH TIME:_____

FEEDBACK: Discuss results of checkout with soldier.

SUBTASK: IDENTIFY NATO NBC MARKERS   NO: D

NOTES TO TRAINER:

1. <u>Steps in any order:</u> The soldier may do the subtask steps in any order and still get a GO on the subtask.

2. This checkout is in the form of a written test. However, if you wish, you can give this test orally to your entire squad or to individual squad members.

DIRECTIONS TO SOLDIER:

    Here are pictures of NATO NBC markers. You are to write (tell me) the type of attack indicated by each marker.

STARTING TIME: _____

                                                              NO
                                                    GO   GO

1.

    ANSWER:_____   __   __

2.

    ANSWER:_____   __   __

6

| | GO | NO GO |

3. ▽ **ATOM**

ANSWER:_____ __ __

4. ▽ **GAS**
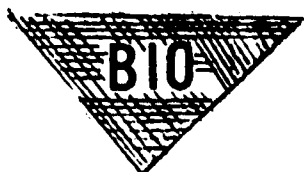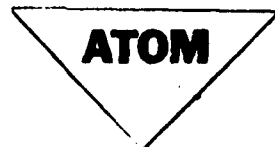
ANSWER:_____ __ __

5. ▽
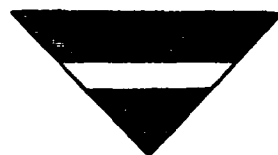
ANSWER:_____ __ __

FINISH TIME:_____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task C3

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____

TRAINER _____

TASK: INSTALL/RECOVER/FIRE AN ELECTRICALLY ARMED
        CLAYMORE MINE   NO: 071-11A-4502

SUBTASK: INSTALL CLAYMORE MINE   NO: A

NOTES TO TRAINER:

1.   Steps in order: You should score each correctly done step GO even
if the steps get ouf of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

2.   Warning: Do not let the soldier see the standards because they give
clues to his performance.

DIRECTIONS TO SOLDIER:

     Within seven minutes install the Claymore here (trainer points out
the spot) and use that (trainer names the target, Example: tree, bush,
pole) as the aiming point.

START TIME: _____

		GO	NO GO
1.	Removed the M57 firing device and the M40 test set from the bandoleer	—	—
2.	Removed the dust covers from the firing device and the test set	—	—
3.	Plugged the test set into the firing device	—	—
4.	Moved the firing device safety bail up into the FIRE position	—	—
5.	Cupped his hand over the window of the test set and held it near his eye	—	—

1

	GO	NO GO

6. Squeezed the firing device   —   —

7. Removed the dust cover from the other end
   of the test set   —   —

8. Removed the dust cover-shorting plug from
   the connector of the firing wire   —   —

9. Plugged the connector of the firing wire
   into the test set   —   —

10. Moved the safety bail of the firing device
    up to the FIRE position   —   —

11. Cupped his hand over the window of the test
    set and held it near his eye   —   —

12. Squeezed the firing device, and observed
    a flash   —   —

13. Placed the safety bail back in the SAFE
    position   —   —

14. Disconnected the firing device and firing
    wire from the test set and replaced the
    dust cover shorting plugs   —   —

15. Placed the firing device in his pocket   —   —

16. Secured the firing wire at the firing
    position and laid it between the fir-
    ing position and the installation site
    and secured the other end at the
    installation site   —   —

17. Opened and spread the legs of the claymore
    mine and sat it on the ground at the
    installation site; the words "Front
    Toward Enemy" were facing the target   —   —

18. Aimed the Claymore   —   —

19. Unscrewed the plug from either detonator
    well on the top of the mine   —   —

20. Slid the slotted end of the plug onto the wire above the blasting cap. Pulled on the wire until the top of the blasting cap was firmly seated in the bottom portion of the priming adapter end of the plug   — —

21. Screwed the priming adapter and blasting cap into the detonator well   — —

22. Rechecked the aim and adjusted as necessary   — —

23. Arranged the sand bags directly behind the mine   — —

24. Camouflaged the mine   — —

25. Returned to the firing position and checked to see that the safety bail of the firing device was on SAFE   — —

26. Removed the dust cover from the firing device and removed the shorting plug from the firing wire. Connected the firing device to the firing wire   — —

KNOWLEDGE QUESTIONS

| | NO |
| GO | GO |

● How far in front of the Claymore is the aiming point?
   ANSWER: 50 meters   — —

● What is the distance in front of the Claymore that you check for unprotected friendly personnel?
   ANSWER: 250 meters   — —

● What is the distance in back of the Claymore that you check for unprotected friendly personnel?
   ANSWER: 100 meters   — —

FINISH TIME: _____

● All steps were completed within 7 minutes.   — —

● All steps performed in order.   — —

3

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: FIRE CLAYMORE MINE   NO: B

NOTES TO TRAINER:

1.   Steps in order: You should score each correctly done step GO even
if the steps get out of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

2.   Warning: Do not let the soldier see the standards because they clue
him to his performance.

DIRECTIONS TO SOLDIER:

     Perform the steps to fire the Claymore mine.

START TIME: _____

     Did the soldier:

		NO
	GO	GO
1. Position the safety bail on the firing device in the FIRE position	__	__
2. Sharply squeeze the firing device	__	__

KNOWLEDGE QUESTION

		NO
	GO	GO
● How close should the enemy be before you fire the Claymore? ANSWER: 20 to 30 meters	__	__

FINISH TIME: _____

| ● All steps were performed in correct order. | __ | __ |

FEEDBACK: Discuss the results of the checkoff with the soldier.

4

SUBTASK: RECOVER CLAYMORE MINE   NO: C

NOTES TO TRAINER:

1. <u>Steps in order</u>: You should score each correctly done step GO even
if the steps get out of order, but the subtask steps must be done as
numbered before you can give the soldier a GO on the subtask. Notice
that the last checklist item asks if all steps were done in the correct
order.

2. <u>Warning</u>: Do not let the soldier see the standards because they clue
him to his performance.

DIRECTIONS TO SOLDIER:

   Within five minutes disarm and recover the Claymore mine.

START TIME: _____

		GO	NO GO
1.	Checked safety bail of the M57 firing device on SAFE	—	—
2.	Disconnected the firing device from the blasting cap assembly	—	—
3.	Replaced dust covers	—	—
4.	Placed firing device in pocket	—	—
5.	Unscrewed and removed adaptor	—	—
6.	Removed blasting cap	—	—
7.	Screwed shipping plug back into mine well	—	—
8.	Unscrewed the firing wire and rolled it up	—	—
9.	Stored the equipment in the bandoleer	—	—

FINISH TIME: _____

● All steps completed within 7 minutes.   —   —

● All steps performed in order.   —   —

FEEDBACK: Give feedback to soldier on the results of this checkout.

5

Task C4

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____ .

                                        TRAINER _____

TASK: APPLY FIRST AID MEASURES FOR   NO: 071-11A-0002
        SPECIAL WOUNDS

SUBTASK: FIRST AID - SUCKING CHEST WOUNDS   NO: A

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as
numbered in the checklist. The checklist will ask you to score for
the correct order when it is important for getting a GO.

2. Warning: Do not let soldier see the standards because they may
help him to perform the task.

3. Revised standards: The standards for this checklist were changed
after the TTP/TTO were printed. Here are the new standards:

    Standards: (1) Open airway and restore breathing and heart-
    beat, if necessary (Subtask A of Task 071-11A-0001). (2) Stop
    the bleeding and protect the wound, if necessary (Subtask B
    of Task 071-11A-0001). (3) Describe the characteristics of a
    sucking chest wound. (4) Locate both wounds. (5) Apply a
    sterile dressing that creates an airtight seal over the wound(s).
    (6) Prevent shock (Subtask C of Task 071-11A-0001).

4. Revised conditions: A mannequin on its back with a sucking chest
wound and an exit wound in the back; a blanket; a sterile dressing; a
piece of plastic or foil; a poncho or bandaging material; and belts
or tent ropes.

5. For this experimental checkout you do not have to score the soldier
for preventing shock, restoring breathing, or stopping arterial bleeding
(Task 071-11A-0001).

DIRECTIONS TO SOLDIER:

    This soldier has a clear airway, is breathing, and has a heartbeat.
He doesn't have arterial bleeding. For this experimental checkout you
won't have to treat for shock. Use proper first aid to treat this
soldier.

1

START TIME: ....

	GO	NO GO
1. Located both chest and exit wounds	...	...
2. Sealed the wounds airtight		
. chest	...	...
. exit	...	...
3. Applied sterile dressings over airtight seals		
. chest	...	...
. exit	...	...
4. Completely covered sterile dressings	...	...

KNOWLEDGE QUESTIONS:

. What would your first action have been if this injured soldier had stopped breathing and was unconscious?

ANSWER: Apply mouth-to-mouth resuscitation and closed-chest heart massage.

. Which do you treat first: a sucking chest wound or a cut artery?

ANSWER: a cut artery

. What should the injured soldier do prior to your sealing his chest wound?

ANSWER: Forcibly exhale and hold breath

. After the injured soldier is treated, which side should the injured soldier lie on?

ANSWER: He should lie on his back or front side (not on either of his sides)

	GO	NO GO

. State the three characteristics of the
   sucking chest wound

  ANSWER:

     . deep or puncture wound to the chest
      in the area of the rib cage   —   —

     . sound of air moving in the wound
      as the soldier breathes   —   —

     . blood bubbling as soldier breathes   —   —

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: FIRST AID - ABDOMINAL WOUNDS   NO: B

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as
numbered in the checklist. The checklist will ask you to score for
the correct order when it is important for getting a GO.

2. Warning: Do not let the soldier see the standards because they
may help him to perform the task.

3. Revised standards: The standards for this checklist were changed
after the TTP/TTO were printed. Here are the new standards:

   Standards: (1) Open airway and restore breathing and heart-
   beat, if necessary (Subtask A of Task 071-11A-0001).
   (2) Stop the bleeding and protect the wound, if necessary
   (Subtask B of Task 071-11A-0001). (3) Prevent choking.
   (4) Do not touch protruding organs unless necessary.
   (5) Apply sterile dressing. (6) Secure dressing without
   using pressure. (7) Prevent shock (Subtask C of Task 071-
   11A-0001). (8) Do not provide drink but moisten lips.

4. Revised conditions: A blanket and the mannequin placed on its side
have been added to the conditions.

5. For this experimental checkout you do not have to score the soldier
for preventing shock.

DIRECTIONS TO SOLDIER:

   Use proper first aid to treat this soldier. This soldier has a clear
airway and is breathing and has a heartbeat. He doesn't have arterial
bleeding. For this experimental checkout you won't have to treat for
shock.

STARTING TIME: _____

		GO	NO GO
1.	Placed wounded soldier (mannequin) on his back	__	__
2.	Turned his head to one side.	__	__
	. He did not touch protruding organs (unless necessary)	__	__

4

	GO	NO GO

3. Applied sterile dressing   ___ ___

4. Secured dressing without using pressure   ___ ___

   . Subtask steps were done in correct order. ___ ___

KNOWLEDGE QUESTIONS:

. What do you do if the wounded soldier is
  thirsty?

  ANSWER: Moisten his lips (but do not let
  him drink)   ___ ___

. When bandaging the abdominal wound, should
  the bandage be applied with pressure or
  without pressure?

  ANSWER: without pressure   ___ ___

. Why don't we allow the soldier with the
  abdominal wound to take anything by
  mouth?

  ANSWER: It will spread through the injured
  intestines and spread contamination in the
  abdomen.   ___ ___

FINISH TIME: _____.

FEEDBACK: Discuss the results of the checkout with the soldier.

5

SUBTASK: FIRST AID BURNS   NO: C

NOTES TO TRAINER:

1. <u>Some steps in order</u>: Some of the subtask steps must be done as
numbered in the checklist. The checklist will ask you to score for the
correct order when it is important for getting a GO.

2. <u>Warning</u>: Do not let the soldier see the standards because they
may help him to perform the task.

3. <u>Revised standards</u>: The standards for this checklist were changed
after the TTP/TTO were printed. Here are the new standards.

    <u>Standards</u>:

    1. Open airway and restore breathing and heartbeat, if necessary.
(Subtask A of Task 071-11A-0001).

    2. Stop the bleeding and protect the wound, if necessary.
(Subtask B of Task 071-11A-0001).

    3. Describe differences between a minor and severe burn.

    4. Prepare the burn area for dressing.

    5. Apply a sterile dressing over burn.

    6. Secure dressing with bandages.

    7. Prevent shock. (Subtask C of Task 071-11A-0001)

    8. Administer the sodium chloride bicarbonate drink.

4. <u>Revised conditions</u>: The wounded soldier or mannequin is on his back,
and has a severe burn simulated on the chest. Clothing is stuck to the
burned skin. Available for treatment are: a blanket, sodium chloride-
sodium bicarbonate mixture (salt packet), a canteen of water, and sterile
                                        dressings.
DIRECTIONS TO SOLDIER:

    Use proper first aid to treat this severe burn on the soldier's
chest. This soldier has a clear airway and is breathing and has a
heartbeat. He doesn't have arterial bleeding. The clothing is stuck
to the burned skin.

START TIME: _____

6

		GO	NO GO

1. Prepared the burned area

   . Did not try to remove cloth stuck to burn ___ ___

   . Did not try to clean the burn ___ ___

   . Did not pull clothes over the burned area ___ ___

   . Did not break blisters ___ ___

2. Applied a sterile bandage over the burned
   area ___ ___

3. Secured dressing with bandages ___ ___

4. Loosened clothing

TRAINER: If step 4 wasn't performed, ask the
soldier whether the clothing on the wounded
soldier should be loose or tight.

ANSWER: Loose ___ ___

5. Placed injured soldier on back (if
   necessary) and elevated feet about
   6 to 8 inches ___ ___

6. Covered the soldier with blanket (to
   warm him) ___ ___

ADDITIONAL DIRECTIONS TO SOLDIER:

Tell the soldier that the injured soldier is conscious, is not
vomiting; has no stomach or neck wounds. Ask the soldier the following
questions:

   . What additional first aid should you give? . ___ ___

   ANSWER: He should give the injured soldier a
   mixture of one envelope of sodium chloride
   bicarbonate (the soldier need not state the
   chemical label of the envelope) and one
   canteen or quart of cool water.

   . If the only water available is warm
   water, can you use it?

   ANSWER: No ___ ___

7

	GO	NO GO

. How long should it take for the burned soldier to drink the quart of sodium chloride bicarbonate?

ANSWER: One hour — —

. Name four conditions in which you would not give the burned soldier the sodium chloride bicarbonate drink.

ANSWER: When the soldier is:

. Unconscious — —

. Vomiting — —

. Has a stomach wound — —

. Has a neck wound — —

. Name the characteristics of a minor burn.

ANSWER: . Reddening of skin — —

. No blistering of skin — —

. No charring of skin — —

. No breaking of skin — —

. Name the two characteristics of a severe burn.

ANSWER: . Blistered skin — —

. Charred skin — —

. What can be used if you have no sterile dressings?

ANSWER: A sheet — —

FINISH TIME: _____

FEEDBACK: Discuss with the soldier the results of the checkout.

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

                                        TRAINER _____

TASK: COLLECT/REPORT INFORMATION - SALUTE   NO: 071-11A-0803

NOTES TO TRAINER:

       Steps in any order: The soldier may do the task steps in any order
and still get a GO on the task.

DIRECTIONS TO SOLDIERS:

       Your task is to observe from this location any OPFOR and their
activities, and to orally report this information to me. Your report
should include each point of interest expressed by the key word "SALUTE."

STARTING TIME: _____

       Score the soldier's performance to show if he reports each item
of information.

		NO
	GO	GO
. Size:reports number of personnel	—	—
. Activity:describes what the OPFOR is doing	—	—
. Location:describes the OPFOR location	—	—
. Unit:describes any patches, clothing, features, special signs, symbols, or ID numbers on vehicles	—	—
. Time:reports the time	—	—
. Equipment:describes the number and types of equipment and vehicles	—	—

FINISH TIME: _____

FEEDBACK: Discuss with the soldier the results of his checkout.

1

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____.

TRAINER _____

TASK: MAINTAIN AN M203 GRENADE LAUNCHER   NO: 071-11A-2101
        AND AMMUNITION

NOTES TO TRAINER:

1.   <u>Some steps in order</u>: Some of the task steps must be done as numbered the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.

2.   <u>Warning</u>: Do not let the soldier see the standards prior to checkout on this task because it tells him the performance steps that are on the checkout.

3.   Do not allow the soldier to oil the launcher without taking it apart. A question that follows his performance asks about oiling the launcher without taking it apart.

DIRECTIONS TO SOLDIER:

        You have 20 minutes to perform the maintenance on the M203 Grenade Launcher and the practice ammunition rounds. After you have performed the maintenance I will ask you some questions about the maintenance.

START TIME: _____

		GO	NO GO
1.	Clear the Grenade Launcher	—	—
2.	Inspect the breech	—	—
3.	Clear the M16/M16A rifle	—	—
4.	Remove the quadrant sight assembly	—	—
5.	Remove the barrel assembly	—	—
6.	Inspect, clean and oil the: . Bore	—	—

	GO	NO GO
. Breech insert	—	—
. All other parts	—	—
. Exterior of the launcher	—	—
7. Assemble Grenade Launcher	—	—
8. Inspect and clean ammunition	—	—
9. Perform a function check of the launcher for:		
. Proper operation of sears	—	—
. Safety in both "safe" and "fire" positions with trigger	—	—
. Proper operation of leaf sight windage adjustment screw	—	—
. Functioning of barrel stop	—	—
. Functioning of barrel latch	—	—

FINISH TIME: _____

	GO	NO GO
o Was task performed within 20 minutes?	—	—
o All steps were performed in correct order.	—	—

KNOWLEDGE QUESTIONS

	GO	NO GO
. What action do you take if you find a launcher part that you think should be replaced? ANSWER: Take the part to the armorer.	—	—
. What action do you take if you find an ammunition round that is corroded and/or defective? ANSWER: Turn in the corroded and/or defective ammunition to the ammunition point.	—	—

2

	GO	NO GO
. How do you know whether a launcher round is defective when you look at the primer? ANSWER: The round is defective if the primer is dented.	—	—
. Show me on the M203 Grenade Launcher where you apply the oil when oiling the launcher without taking it apart? ANSWER: The soldier points to:	—	—
. The barrel tracks and all metal surfaces	—	—
. The firing pin hole	—	—
. The safety detent	—	—

FINISH TIME: _____

	GO	NO GO
o Was task performed within 20 minutes?	—	—
o All steps were performed in correct order.	—	—

FEEDBACK: Discuss the results of his performance with the soldier.

Task D3
CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____ .

TASK: PROCESS KNOWN OR SUSPECTED ENEMY PERSONNEL   NO: 071-11A-0802

NOTES TO TRAINER:

 Steps in any order: The Soldier may do the task steps in any order
and still get a GO on the task.

DIRECTIONS TO SOLDIER:

 Two OPFORs, one officer and one enlisted man, have just surrendered
to you. You must process them.

STARTING TIME: _____

	GO	NO GO
● He searches each prisoner by following the steps shown below.		
1. Used this three step safety procedure:		
First, asked the other friendly soldier to cover him before he searches.	—	—
Second, removes his own weapon(s) before reaching the prisoner.	—	—
Third, removes any obvious weapons from prisoner.	—	—
2. Conducts a thorough pat search	—	—
3. Removes all items from prisoner including weapons, documents, etc.	—	—
4. Tags all items removed from prisoner with the following information:		
. Prisoner name	—	—
. Date	—	—

1

	GO	NO GO
. Place captured	—	—
. Unit making capture	—	—
. How the prisoner was captured	—	—
● He _segregates_ prisoners, officers from enlisted man	—	—
● He _silences_ prisoners	—	—
● He _speeds_ prisoners to the rear	—	—
● He _safeguards_ the prisoners	—	—

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

2

CHECKOUT SCORING DIRECTIONS

NAME _____   DATE _____

BATTALION _____   COMPANY _____   PLATOON _____   SQUAD _____

TRAINER _____ .

TASK: PREPARE AN M72A2 LAW FOR FIRING;   NO: 071-11A-2201
        RESTORE M72A2 LAW TO CARRYING CONFIGURATION

SUBTASK: PREPARE AN M72A2 LAW FOR FIRING   NO: A

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO, and the step will be numbered.

2. Warning: Do not let the soldier see the standards in the TTP (TTO) because they will tip him off on how to correctly perform the task.

3. You must have a stopwatch/wristwatch with a sweep second hand.

DIRECTIONS TO SOLDIER:

     Within 30 seconds, conduct a visual safety check on your M72A2 LAW. I will tell you when to start and when to stop. If your LAW passes the inspection, you will have 30 seconds to prepare it for firing. Again, I will tell you when to start and when to stop. During this inspection, tell me what parts you are inspecting and what things you are looking for.

PART I: Performing the Visual Safety Inspection

STARTING TIME: _____

	GO	NO GO
• Inspecting the launcher		
. Tube undamaged	—	—
. Seals intact	—	—
. Pullpin in place	—	—
. Trigger safety handle in place	—	—
. W/coupler on tube	—	—

FINISH TIME: _____

1

● Was the visual inspection performed within 30 seconds? YES___ NO___

 After visual inspection, tell the soldier to continue

PART II: Preparation for Firing

STARTING TIME: _____

		GO	NO GO
1.	Remove pullpin and rotate rear cover downward	___	___
2.	Extend launcher	___	___
3.	Insure launcher is locked?	___	___
4.	Check backblast area	___	___
5.	Position LAW on shoulder	___	___
6.	Pull safety handle to "arm" position	___	___

FINISH TIME:_____

● Was the task performed within 30 seconds?   YES___ NO___

● All steps were performed in correct order.   YES___ NO___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: Restore M72A2 LAW to Carrying Configuration   NO: B

NOTES TO TRAINER:

1. <u>Steps in order</u>: You should score each correctly done step. But the
subtask steps must be done as numbered before you can give the soldier a
GO on the subtask. Notice that the last checklist item asks if all steps
were done in the correct order.

2. The order of the task steps corrects the order used in the TTP/TTO.

DIRECTIONS TO SOLDIER:

   Return your M72A2 LAW to the carrying position.

START TIME: _____

		GO	NO GO
1.	Place trigger safety handle on SAFE	—	—
2.	Depress detent and collapse launcher tube	—	—
3.	Guide front and rear sights into position	—	—
4.	Attach front cover	—	—
5.	Replace sling assembly	—	—
6.	Close rear cover	—	—
7.	Replace pullpin	—	—

FINISH TIME: _____

   o All steps were performed in correct order.   YES___ NO___

FEEDBACK: Discuss with the soldier the results of the checkout.

APPENDIX B

RETENTION STUDY INTERVIEW

NAME _____   ___ ___ ___
         LAST   FIRST   BN   CO   PLT

RETEST INTERVAL _____

RETENTION STUDY INTERVIEW

About ___ weeks ago and again today you were tested on the four
Soldier's Manual tasks listed on the paper I've just given you.

It is important for us to know whether you've had any training
on these four tasks between the last test and this test today.

I am going to ask you a few questions about your recent training
experience with each task. Try to give me accurate answers as these
will help the Army do a better job of training in the future.

1. For task _____, in the last three weeks:

No.   Name

a.   Have you received any training on this task?

          YES   NO

b.   What kind of training was it?

          (1) LECTURE   HANDS-ON   BOTH

          (2) SQT   ARTEP   OTHER (specify)_____

          (3) Any additional information on kind of training:_____

          _____

          _____

          _____

c.   What kinds of materials were used?

          TTP   TTO   TRAINING AIDS   TEC   OTHER____ _____

d.   Did you help train other soldiers to perform this task?

          YES   NO

e.   Did you watch other soldiers training on this task?

          YES   NO

f.   About how much total time did you spend on this task during
     the last three weeks, including training, watching training,
     or helping to train?

          DAYS_____   HOURS_____

1. For task _____, in the last three weeks:
        No.   Name

    a. Have you received any training on this task?

                YES   NO

    b. What kind of training was it?

            (1) LECTURE   HANDS-ON   BOTH

            (2) SQT   ARTEP   OTHER (specify)_____

            (3) Any additional information on kind of training: _____

                _____

                _____

                _____

    c. What kinds of materials were used?

            TTP   TTO   TRAINING AIDS   TEC   OTHER____ ____

    d. Did you help train other soldiers to perform this task?

                YES   NO

    e. Did you watch other soldiers training on this task?

                YES   NO

    f. About how much total time did you spend on this task during
        the last three weeks, including training, watching training,
        or helping to train?

                DAYS_____   HOURS_____

1. For task _____, in the last three weeks:
         No.   Name

    a. Have you received any training on this task?

              YES   NO

    b. What kind of training was it?

              (1) LECTURE   HANDS-ON   BOTH

              (2) SQT   ARTEP   OTHER (specify)_____

              (3) Any additional information on kind of training _____

              _____

              _____

              _____

    c. What kinds of materials were used?

              TTP   TTO   TRAINING AIDS   TEC   OTHER____ ____

    d. Did you help train other soldiers to perform this task?

                YES   NO

    e. Did you watch other soldiers training on this task?

                YES   NO

    f. About how much total time did you spend on this task during
        the last three weeks, including training, watching training,
        or helping to train?

              DAYS_____   HOURS_____

1. For task _____, in the last three weeks:
           No.   Name

   a.   Have you received any training on this task?

                   YES   NO

   b.   What kind of training was it?

            (1) LECTURES   HANDS-ON   BOTH

            (2) SQT   ARTEP   OTHER (specify)_____

            (3) Any additional information on kind of training: _____

                 _____

                 _____

                 _____

   c.   What kinds of materials were used?

              TTP   TTO   TRAINING AIDS   TEC   OTHER____ _____

   d.   Did you help train other soldiers to perform this task?

              YES   NO

   e.   Did you watch other soldiers training on this task?

              YES   NO

   f.   About how much total time did you spend on this task during
        the last three weeks, including training, watching training,
        or helping to train?

              DAYS_____   HOURS_____

APPENDIX C

OBSERVER'S CHECKLISTS

	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G
Name:												
Start Time:												

TASK: APPLY FOUR LIFE SAVING MEASURES

SUBTASK A: APPLY LIFE SAVING MEASURE ONE – OPEN AIRWAY: RESTORE BREATHING AND HEARTBEAT

1. Place soldier on his back on a solid surface

2. Lift jaw using thumb jaw lift or two-hand jaw lift

3. Administer combined heart massage with artificial respiration

   a. Administer 15 heart compressions (at rate of 80 compressions per minute)

   b. Followed by two very quick but full lung inflations

FINISH TIME:

Were task steps 1 and 2 completed and task step 3 started within 20 seconds?

Were all steps performed in the correct order?

Name:												
Start Time:												
	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G

T SK: APPLY FOUR LIFE SAVING MEASURES

SUBTASK B: APPLY LIFE SAVING MEASURES TWO AND THREE –
STOP THE BLEEDING: PROTECT THE WOUND

1. Cut clothing away

2. Cover wound with first aid dressing

3. Apply pressure to the wound by using bandage strips attached to the dressing

4. Elevate the wound

5. Apply hand pressure to stop bleeding

TRAINER PROMPT:

The wound is still bleeding. Apply additional first aid.

6. Apply tourniquet around limb--between wound and body trunk--2 to 4 inches above injury

7. Place tourniquet over trouser leg to prevent skin from being pinched

8. Tighten tourniquet

9. Check pulse of affected limb below tourniquet

10. Make a "T" on the soldier's forehead

FINISH TIME:

Was the task completed within four minutes?

Were all steps performed in the correct order?

	Name:												
	Start Time:												
	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G

T SK: APPLY FOUR LIFE SAVING MEASURES

SUBTASK C: APPLY LIFE SAVING MEASURE FOUR – PREVENT SHOCK

- Loosen tight clothing
- Lay soldier on his back
- Elevate feet 6 to 8 inches
- Wrap soldier in poncho
- Reassure soldier
- Name seven early signs of shock.

  ANSWER: Restlessness

  Thirst

  Pale skin

  Rapid heartbeat

  Excitedness

  Calm, appearing very tired

  Sweating though skin is cool and clammy

- Name the three signs of advanced shock.

  ANSWER: Breathing in small, fast breaths or gasps

  Staring into space

  Skin appears blotchy or bluish, especially around the lips and mouth

FINISH TIME:

TASK: IDENTIFY NBC HAZARDS

SUBTASK A: IDENTIFY NBC ALARMS

Name:												
Start Time:												
	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G

1. You hear the words "Gas" or "Spray"

   ANSWER: _____

2. You hear the word "Fallout"

   ANSWER: _____

3. You hear the words "Bio" or "Insects"

   ANSWER: _____

4. You hear a loud clanging of metal against metal.

   ANSWER: _____

FINISH TIME: _____

Start Time:												
	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G

SUBTASK B: IDENTIFY NBC SYMPTOMS

1. Pupils of eyes pinpointed

   ANSWER: _____

2. Blindness (temporary)

   ANSWER: _____

3. Slowing of mental and physical activity

   ANSWER: _____

4. Loose bowel movement (diarrhea)

   ANSWER: _____

	NG	PG	C	NG	PG	C	NG	PG	C	NG	PG	C
5. Throat irritation ANSWER:_____												
6. Inflammed eyes ANSWER:_____												
7. Painful coughing ANSWER:_____												
8. Heavy sweating ANSWER:_____												
9. Pale, cold, clammy skin ANSWER:_____												
10. Pink colored skin ANSWER:_____												
11. Involuntary urination and defecation ANSWER:_____												
12. Drowziness ANSWER:_____												
13. Skin twitches ANSWER:_____												

FINISH TIME:_____

	Name: Start Time:											
	NG	PC	C	NG	PC	C	NG	PC	C	NG	PC	C

SUBTASK C:IDENTIFY NBC ATTACKS

1. Threat aircraft spraying

   ANSWER: _____

2. See people who are acting disoriented or ill

   ANSWER: _____

3. Not sure as to where food and water came from

   ANSWER: _____

4. A mushroom-shaped cloud or a very tall, thick column of smoke rising suddenly

   ANSWER: _____

5. A low cloud of smoke, gas, mist or droplets

   ANSWER: _____

6. A very bright blast

   ANSWER: _____

7. See unusual oily substance in plants, equipment, and on the ground

   ANSWER: _____

8. See people wearing or putting on masks

   ANSWER: _____

9. See soldiers suddenly seeking overhead cover without masking

   ANSWER: _____

	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G

10. Munition landing nearby, the explosion causing a cloud of smoke

   ANSWER:_____

11. A "rain" of dusty or sooty material

   ANSWER:_____

12. Swarm of insects

   ANSWER:_____

13. See a low cloud of smoke, gas, mist or droplets.

   ANSWER:_____

FINISH TIME:_____

SUBTASK D: IDENTIFY NATO NBC MARKERS.

1.
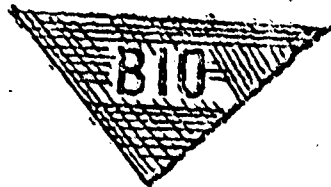
2.

3.
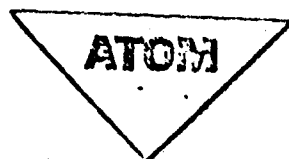
4.

5.
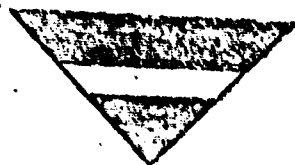
Finish Time:

Name:												
Start Time:												
	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G

TASK: OPERATE M203 GRENADE LAUNCHER

	Name:												
	Start Time:												
	NG	PG	G	NG	PG	G	NG	PG	G	NG	PG	G	

1. Load the launcher

a. Depress the barrel latch on the launcher													
b. Slide the barrel forward all the way													
c. Place the launcher on SAFE													
d. Place the M16A1 rifle on SAFE													
e. Insert a round into the barrel													
f. Slide barrel rearward, locking it to the breech													
g. Check to see if launcher is still on SAFE. If it is not on SAFE, place it on SAFE.													

2. Unload the launcher

a. Place launcher on SAFE (M16 rifle is already on SAFE)													
b. Depress the barrel latch on the launcher													
c. Slide the barrel all the way forward. The round will automatically eject.													
d. Catch the round as it falls out													
e. Slide barrel rearward locking it to the breech													
f. Check to see if launcher is on SAFE. If it is not on SAFE, place it on SAFE.													

	NG	PG	C	NG	PG	C	NG	PG	C	NG	PG	C
3. Clear the launcher												
a. Depress the barrel latch												
b. Slide the barrel forward												
c. While keeping the muzzle pointed down range, make sure that there is no cartridge or round in the barrel.												
. If visibility is good, look into the breech												
. If visibility is poor, feel the breech												
d. Slide barrel rearward locking it to the breech												
F.NISH TIME:												
l re steps performed in order?												
Was checkout completed within two minutes?												

APPENDIX D
TRAINING CHECKLIST

DATE _____ OBSERVER _____ Bn _____ Co ____ Plt ____ Sqd _____

Task Title_____ Time: Start_____ End_____ Total_____

Task No_____

Task No	A	B	C	D	E	F
1. Training on Schedule	Yes	No				
2. Listing on Schedule	Topic	SM Task	Not on S			
3. Class Taught	Yes	No				
4. Class Site	Same as S	Other	Not on S			
5. Class Instructor	Same as S	Other	Not on S			
6. Number of students	1-5	6-10	11-20	21-40	Over 40	
7. Students from same	Team	Squad	Platoon	Company	Bn	DA
8. Instructor's Duty Pn	TL	SL	PS/PL	Other		DA
9. Instructor at workshop	Yes	No				DA
10. Instructor alerted	Under 1 hr	1-4 hrs	4-8 hrs	Over 8 hrs		DA
11. TIP used in prep	Yes	No				DA
12. TTO used in prep	Yes	No				DA
13. TEC used in prep	Yes	No				DA
14. CMP's Training Tips used in prep	Yes	No				DA
15. CMP's Self Study Guide used in prep	Yes	No				DA
16. CMP's Resource List used in prep	Yes	No				DA
17. Instructor checked-out	Yes	No				DA
18. Who decided content of class	TL/SL	PS/PL	CC	Bn	Inf DK	DA
19. Was ARTEP/SM Interface used	Yes	No			Inf DK	DA
20. Was CMP's Road Map used	Yes	No			Inf DK	DA
22. Was Trainer's Notebook used	Yes	No				DA

		1 per man	1 per 2 men	1 per 3-4 men	Inst. Only		DK/NA
.22.	Adequacy of equipment						DK/NA
23.	Pre-prepared problems	All	Some	None			DK/NA
24.	Followed TIP/TTO equipment specs	Yes	Partly	No			DK/NA
25.	Followed TIP/TTO procedures specs	Yes	Partly	No			DK/NA
26.	Time on demonstration	Too Much	OK	Too Litt	None		DK/NA
27.	Time on explain-show	Too Much	OK	Too Litt	None		DK/NA
28.	Time on talk-through	Too Much	OK	Too Litt	None		DK/NA
29.	Time on Skill Practice	Too Much	OK	Too Litt.	None		DK/NA
30.	Pre checkout content	Task	Subtask	Other			DK/NA
31.	Training content	Task	Subtask	Other			DK/NA
32.	Checkout content Quality Control	Task	Subtask	Other			DK/NA